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ABSTRACT

A total of 47 papers are presented from the George Mason University (Virginia) second annual conference on nontraditional, interdisciplinary, and external degree programs. Among the papers are authors are: "A Learning Theory Account of Walden University's Doctoral Instructional Program" (B. M. Austin); "Hospital Based Interdisciplinary Education for Health Science Majors" (R. L. Brathwaite, E. R. Logan); "Faculty Transitions from Traditional to Nontraditional Programs" (D. A. Davis); "Doctoral Studies for Part-Time Students in Leadership Positions: Developing Graduate Non-Traditional Programs" (J. A. Duncan, C. P. Ruch); "Learning across the Curriculum: Strategies and Dilemmas" (S. C. Ehrmann); "Computer Literacy for Educators: A New Model for Recruitment and Teacher Recertification" (S. L. Hancock, S. Q. Lee); "Evaluating Experiential Learning: The Portfolio" (W. Kemp, R. Smith, G. Van Sant); "Action Learning Concept as Applied to Management Education" (G. Korey, Y. Bogorya); "Scholar's in Uniform: Student Opinions of the Golden Gate University's Off-Campus Programs at Tidewater, Virginia" (D. H. Lydick); "Questions for Administrators of Experiential Learning Programs" (B. Mayo-Wells, R. W. Campbell); "Interinstitutional Articulation and the Nontraditional Student" (J. L. Mowrer); "Developing Access to Corporate Education Programs" (J. S. Pula); "Strategic Planning and Marketing of American External Degree Programs to the Third World Nations" (S. O. Otitigbe); "Marymount Manhattan College Center for Legal Studies: Certificate Program in Legal Studies for Management" (M. L. Rodgers); "Critical Reasoning Development and Mastery of Course Materials: Adjunct Faculty Perceptions on Assessing Students in a Competence-Based B.A. Program" (J. B. Scanlan); "Blending Liberal Arts and Professional Education for the Non-Traditional Student: A Program Mode" (B. W. Shank, M. A. Brenden); and "Quality Control Design: Matrix and Delta Charting for Success" (M. Stanton, A. C. Jones). (LB)

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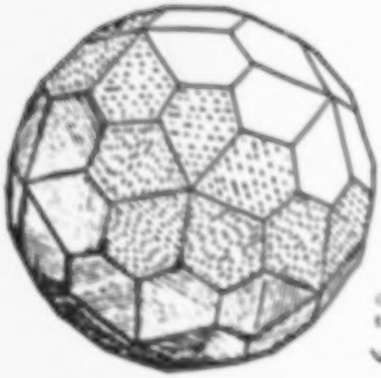

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Selected Papers from the Second Annual National
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held in Arlington, Virginia
June 27-29, 1984
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FOREWORD

This volume represents the research, practices, and experience of a number of educators whose expertise is in non-traditional education, one of the most exciting areas on the frontiers of higher education. George Mason University is privileged to serve as host at this Second Annual Conference on Non-Traditional/Interdisciplinary Studies. The conference attendees whose papers are presented here will make the conference a thought-provoking and dynamic educational experience.

Now that non-traditional, interdisciplinary, and external degree programs are generally accepted as a part of American higher education, we need to focus even more closely on how we can maintain and measure academic excellence in such programs. Many of these papers share the discoveries of those of us who must attempt to evaluate our programs.

As the non-traditional becomes more traditional in higher education, we need to look further out on the frontier to find new and better ways to serve students. Most jobs require skills from a number of disciplines, and this will certainly be the pattern in the future. Highly motivated adults are capable of determining what they need in their higher education. What is important is what a student has learned and not how or where he learned it. Increasingly, private businesses, companies, and civic groups are developing their own educational programs. In many ways, these programs reflect a lack of responsiveness from our institutions, but they also represent people sharing their special expertise in times and places where the need is apparent. Perhaps the phenomenon of private business offering the majority of post-secondary education in our age presents an opportunity to those of us in non-traditional education to forge new partnerships and new linkages. In a real sense, we at George Mason view this conference as part of our effort to contribute towards new partnerships in education.

This conference is the result of the idea and work of Ms. Sally Reithlingshoefer, Assistant Director, Division of Continuing Education, and Dr. James Fonseca, Director of Individualized Study Degree Programs, who together planned and directed every aspect through the completion of this volume. For all of us, I express my gratitude to them, and I look forward to seeing many of you again at this annual conference.

Robert T. Hawkes, Jr.

Robert T. Hawkes, Jr.
Dean
Division of Continuing Education

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A LEARNING THEORY ACCOUNT OF WALDEN UNIVERSITY'S DOCTORAL INSTRUCTIONAL PROGRAM

Brian M. Austin

Abstract

The Institute for Advanced Studies, Walden University, offers the Ph.D. and Ed.D. in Social Change. The faculty defines Social Change as the multidisciplinary study of those forces that influence social behavior in groups, organizations, and societal institutions. Doctoral candidates identify significant social problems. The Institute limits admission to midcareer professionals in education, human services, allied health and business specialities.

Students are introduced to the curriculum through an abbreviated residency and then complete their degree requirements under the supervision of a doctoral committee and through a program of guided readings and research. This paper offers a learning theory account, based on reinforcement principles, to explain Walden's success in delivering a doctoral level, research oriented program via an independent study instructional format.

INTRODUCTION

The Institute for Advanced Studies, Walden University, is a small, specialized research institute offering the Ph.D. and Ed.D. in Social Change. The faculty define Social Change as a multi-disciplinary field of inquiry focusing on the forces that influence the social behavior of small groups, organizations, and societal institutions. The purpose of the Institute is to advance knowledge within the field that will be useful to professional practitioners who are attempting to address significant social issues and problems.

Admission to the doctoral program is limited to mature professionals who have occupationally established themselves and who have previously completed advanced graduate study in a supporting field. The majority of students are from education, human service specialities, allied health fields or business. A characteristic shared by all students is their record of professional accomplishments and demonstrated success as graduate students at other graduate schools. Beyond these similarities, the students compose a multidisciplinary group as do the faculty.

Walden's faculty are established graduate faculty members at universities across the United States. Their backgrounds support the multidisciplinary nature of the curriculum. While the majority of the faculty were originally trained in the social/behavioral sciences, education, or the humanities; all

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[1] Brian M. Austin is the Academic Dean of Walden University, Minneapolis, Mn. (Academic offices).

have demonstrated a professional and/or scholarly interest in Social Change. All faculty serve as consultants to Walden on a part-time basis. A relatively small group of faculty (N = 16) are responsible for delivering the residency phase of the doctoral program while a much larger group (N = 160) are responsible for advising students during the guided readings and research phase of the program. Each student works with a three-person doctoral committee during the post-residency phase.

Walden's Doctoral Program

The instructional program is divided into three phases consisting of a preresidency period, a residency period, and an extended post-residency period of a minimum of three semesters. The purposes of each period differ although the objectives of each are designed to permit the student to progress through the instructional program and fulfill the degree requirements at his/her own pace. A series of self-instruction modules have been designed for each period which serve as the foundation for the students' guided readings and tutorial contact with his/her faculty advisors. As students complete their guided readings, they begin work on a series of qualifying papers to demonstrate their mastery of the Social Change literature within their field. The completion of these degree requirements prepare students to undertake their dissertation research. The dissertation represents the synthesis of the students' doctoral studies in that it addresses a significant theoretical issue or professional practice problem related to Social Change and the students' field.

The residency period is conducted in two formats. The majority of students meet one weekend (14 hours) each month for a period of ten months. During these sessions; the student is introduced to the curriculum, continues studying the modules, and prepares individualized reading plans covering the Social Change literature within his or her field. A preliminary research plan of the dissertation study is also prepared during the residency period. The second residency format is an intensive one month summer session which has similar outcomes as the monthly sessions.

The post-residency, or research semesters, are the period when the student completes his/her reading plans under the supervision of faculty advisors. The student's research project is approved by the doctoral committee and the study is undertaken and completed during this period. While the student's work is supervised by the faculty advisor and individual tutoring continues, s/he works independently and geographically separated from his/her committee. The majority of students complete their qualifying papers and dissertation within a two year period.

Unique Challenges of Independent Study

Walden's program emphasizes self-paced independent study and it is designed for mature adults who are geographically separated from their faculty, raise families, work fulltime and have a variety of civic commitments. It is in the context of such competing demands for students time and attention that they frequently undertake and complete their doctoral studies. In contrast, the conventional model of doctoral study requires students to attend classes on campus for a minimum of one academic year. This usually requires a geographic move for the student (if not the family), a leave of absence (if not job termination) and other major disruptions that are difficult if not impossible for many midcareer adults.

The competing demands of continuing one's normal roles while undertaking doctoral study can be formidable. The rewards associated with one's work, participating in family and civic activities are frequently immediate and powerful. In contrast, the rewards for academic activity (e.g., reading, writing papers, or researching) are often delayed and indirect in their tangible value. The reinforcing contingencies associated with on-campus doctoral study are usually more obvious. The instructor typically makes frequent class assignments, monitors class attendance, and gives ongoing feedback regarding the students performance. In this instance, academic progress is maintained by environmental contingencies (i.e., instructors).

It can be argued that the student in Walden's program must be prepared to reinforce his/her own academic work to a greater extent than the student in an on-campus residency program. In this sense, external degree programs such as Walden's must incorporate self-reinforcement principles into the design of the post-residency period in order for academic work to compete successfully with the naturally occurring reinforcers that maintain job related work, family, and civic activities. Without such competing reinforcers, there is little reason to believe that the student would make academic progress. It is this challenge that led the author to develop a learning theory account of doctoral study in extension. The account has been field tested on a small group of doctoral students who attended the 1983 summer session.

A Learning Theory Account of Independent Study

Traditionally, behavioral psychologists (Skinner, 1957; Catania, 1975; and Rachlin, 1977) have argued that self-reinforcement and self-control are illusory and that all behavior is under the control of naturally occurring contingencies within the environment. From this perspective, one would expect a low rate of academic activity in the home setting where higher rates of reinforcing contingencies coexist for family and recreational activities. Thus, the anticipated low rate of academic activity is a function of a powerful schedule of reinforcing events for competing activities and a low reinforcement schedule for academic work. Essentially, this can be interpreted as a problem of competing reinforcement schedules (Herrnstein, 1970). Concurrent reinforcement schedules coexist for competing behaviors and the probability of academic or other behaviors occurring depends on the power of the reinforcement schedule maintaining each type of behavior. From an operant behavioral viewpoint, environmental contingencies that maintain nonacademic choices are more prevalent in the home, community, and workplace.

Cognitive behavioral psychologists (Mahoney, 1974 and Meichenbaum, 1977) have argued that mediational processes such as informative feedback about the quality of one's performance on a task can have reinforcing effects.

Bandura (1974) has been influential in stimulating this area of theory building and research. He suggests that self-monitoring on one's performance level can have self-reinforcing effects on maintaining academic behavior. For example, writing behavior has proven to be a difficult activity for students at all levels. Harris (1974) demonstrated that schedules of reinforcement accurately predicted rate of dissertation writing. Based on Harris' findings, Wallace (1977) demonstrated that self-monitoring provided an effective self-reinforcement schedule for a novelist experiencing writers block.

A synthesis of these two behavioral perspectives suggested that self-monitoring, supplemented by faculty feedback of self-monitoring efforts, might prove to be powerful self-reinforcement schedule which could effectively compete with the naturally occurring reinforcement schedules for non-academic activities. In effect, the self-reinforcement and environmentally contingent schedules might coexist at relatively comparable strengths thus placing the student in a choice situation. The opportunity to choose one activity over another where the associated reinforcement schedules are competitive is the hallmark of a choice. Thoresen and Coates (1976) view such choices as instances of self-control behavior.

Theoretical Applications to Independent Study

Since it seems highly desirable to promote self-control behaviors, particularly among adult students in extension, the following pilot study was conducted with the author's advisees during the 1983 summer residency session and subsequent research semesters. The students were instructed in Kazdin's (1974) self-monitoring procedures and Watson and Tharpes' (1972) approach to self-contracting and self-reinforcement. Students contracted with the author to maintain activity logs of their academic work (date, activity, outcome, and time expended were to be recorded). Completed logs were to be mailed to the author at the end of each month during the research semesters. The author agreed to mail each student feedback upon receipt of their log. It was assumed that self-generated and advisor feedback about rate and outcome of academic work would have reinforcing effects.

The anecdotal data suggests that feedback from self-monitoring and advisor notes did, in fact, create a powerful reinforcement schedule that competed successfully with concurrent schedules for nonacademic activities. This interpretation is drawn from the observation that those students who consistently submitted their activity log every month also submitted their academic work earlier in the year than those who did not. While the design and sample size of this field study was insufficient to apply statistical tests or draw conclusions, the preliminary findings are encouraging. Support for the practical value of self-reinforcement procedures in extended studies settings, as well as the theoretical rationale, are sufficient to warrant further investigations.

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PORTFOLIO ASSESSMENT OF THE RN STUDENT

Marianne P. Barba
Eleanor T. Carrolton
Evelyn M. J. Yeaw

Learning does not take place only in the classroom! Indeed, learning can and does occur in community activities, on vacation, in the military service, as well as on the job. Many institutions of higher learning are now recognizing this fact by developing alternative approaches to assess prior learning. One alternative approach in use at Rhode Island College is portfolio assessment.

Rhode Island College has witnessed a rapidly increasing population of registered nurses with significant amounts of experience. The unique educational needs of these students led faculty to explore academically sound methods to assess prior learning. A concomitant goal in placement of the Registered Nurse student is to avoid repetition and duplication of previous learning and to build on previous learning. "Prior knowledge, when consonant with new information, is a strong enhancer of the learning process." (Muzio & Omashi, 1979).

The purpose of this manuscript is to explicate portfolio assessment as an alternate strategy for placement of Registered Nurse students in selected courses in this baccalaureate program. A _portfolio_ is a compilation of material that provides evidence o verifiable learning and includes a curriculum vita, personal essay and learning activities form. The prior learning documented in the portfolio provides the foundation for a learning contract which is developed by both faculty and students.

Traditional evaluation of learning occurs through classroom activities such as examinations, term papers and class presentations. Through these methods a grade is achieved and recorded on a transcript. That transcript becomes evaluative evidence for assessment of learning. A portfolio goes beyond a tranditional transcript placing emphasis on accomplishments and experience as other modes of learning. It further encourages self-analysis not only of students' academic lives but of their professional lives.

Evaluation and assessment are distinct entities. Evaluation is a systematic process of determining the extent to which educational objectives have been met. In developing a portfolio, the student presents his/her evaluation of prior learning in relation to course objectives for two specific senior nursing courses N341 and N345.*

On the other hand, assessment is a systematic procedure through which faculty review the evaluative evidence of learning documented by the portfolio.

Assessment of a portfolio is a method of identification of learning. Thus the portfolio becomes a document which provides evidence of verifiable learning outcomes in lieu of traditional classroom evaluation methods. The portfolio becomes an alternate form of transcript which contains materials that document learning and offer an evaluation. While a traditional transcript provides only unidimensional evidence of learning, which is quantitative in nature, a portfolio offers the advantage of both qualitative and quantitative dimensions.

Criteria should be adhered to in the articulation of learning outcomes that may qualify as "significant college-level learning." The following is a list of the general guidelines with specific examples of applications to nursing:

1. The learning should be related to the students educational goals:
   * to complete a bachelor of science with a major in nursing.

2. The goals should serve as a basis for the competencies included in one's course of study:
   * to assess health status and health potential, plan implement and evaluate nursing care of individuals, families and communities.

3. The competencies should include and correlate theoretical and practical components which can be generalized for broad application:
   * to evaluate and apply research findings to nursing practice in a variety of health care settings.

4. The theorteical and practical components should be current and relate to content taught on a college level:
   * to administer chemotherapeutic drugs to clients with cancer.

At the present time there are 8 NLN accredited baccalaureate nursing programs that utilize portfolio assessment of prior learning (Yeaw 1983). Since 1980 Rhode Island College has been using portfolio assessment for advanced placement within the two senior level nursing courses previously identified. To date, 70 registered nurse students who have met eligibility requirements have completed the portfolio process. This number represents 54% of the total population of registered nurse graduates of the program. Forty-six percent of the students did not complete portfolio for a variety of reasons. These include graduates of associate and diploma programs with less than two years recent experience and personal preference of students to take the course(s) without adaptation.

The use of portfolio assessment is viewed as an alternate strategy serving the dual purpose of maintaining academic integrity while individualizing the curriculum for this unique student population. In 1982, there were 35,000 RN's enrolled in baccalaureate nursing programs. This was an increase of about 7% from 1981. During the same period of time there was an increase in the number of nursing programs that are designed to prepare RN's at the baccalaureate level from 476 to 507 (Vaughn, 1983, p. 463).

In contrast to the decline of enrollment prevalent in institutions of higher education nationwide, programs in nursing have been and continue to proliferate as evidenced by the following statistics: in 1981-82, 9,344 RN's were graduated from baccalaureate programs. Of these 5,921 were from state approved baccalaureate programs - an increase of 17.2% from 1980-81. Three thousand four hundred twenty three (3,423) RN's were from baccalaureate programs designed exclusively for RN's - an increase of 1.7% over the previous year (Vaughn 1983, p. 463).

At Rhode Island College's baccalaureate nursing program statistics are consistent with the national trend of increasing enrollment of registered nurses. Of 137 graduateing seniors, 39 are registered nurse students; while of the 144 juniors, 36 are registered nurses. There are 816 active nursing majors at Rhode Island College including a population of basic (generic) students, registered nurse students and second degree candidates. Five hundred forty-four (544) are enrolled on a full time basis while 272 are enrolled part-time making this program one of the largest baccalaureate nursing programs in the nation.

In 1980, a pilot project was planned for Registered Nurse students who met defined eligibility requirements and were able to attend a workshop on portfolio development. Evaluation of this pilot project by both students and faculty led to refinements in this alternative method of placement.

A workshop stimulated student discussion from which many reactions surfaced ranging from hesitancy to self-doubt. One student comment was, "I've done a great deal but I don't know how to document it." Another student questioned the length of time allocated for completing the portfolio. The most frequently asked question was, "Would continuing education coutses be accepted as learning activities?" Faculty encouraged students to review course and unit objectives and include all supporting learning activities with appropriate documentation.

The Rhode Island College Department of Nursing includes the following components in the portfolio process:

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A. Curriculum vitae in reverse chronological order including:

  1. employment experience

  2. employment related committees

  3. education

4. professional associations/honors

5. community service/community awards

6. publicatons/research/special project

B. Personal Essay including:

1. a short description of professional and educational goals

2. a description of personal experiences that contributed to your learning

3. a description of professional experience to justify advanced placement

C. Learning Activities Form.

Parts A and B are descriptive in nature. Part C is more systematic, concise and is truly the substantive component of the entire portfolio. For it is through the Learning Activities Form wherein the student matches the experiences to the course and unit objectives with emphasis on college-level learning. For each objective, the student records learning activities, setting of learning, and verifiable documentation. The examples, ranging from workshops to research studies, show several acceptable modes of documentation of prior learning. This component of the portfolio must reflect adequate documentation, verifiable learning outcomes and competencies.

Assessment of the Learning Activities Form by the faculty is a complex and multidimensional process. Knowing that values are personal concepts and reflect a certain amount of subjectivity, faculty are careful to adhere to the intent of the process. This limits faculty biases in the assessment process. Likewise a solid grasp should be maintained on what is to be credited before evaluation begins. Evaluation of credible learning activities should not be made unilaterally without full discussion. (Meyer, 1976)

The expertise of a team of faculty is necessary in the review of each portfolio to ensure that the criteria for "significant college-level learning" are met. At Rhode Island College, assessment involves an initial independent review of portfolio by respective course faculty followed by a second independent review by the course coordinator. All faculty refiewers and coordinators then confer on each portfolio and the results of this conference are shared with the RN student. Based upon assessment of the portfolio, faculty determines adaptations within the course(s) for each student.

The final outcome is the learning contract which specifies the amount and type of clinical experience the RN student will pursue in the Fall semester, to meet course objectives. For example, one experienced Registered Nurse student completed course objectives for the Nursing VII Clinical Practicum in four clinical days rather than the traditional fifteen clinical days per semester. The same student had no prior learning in Community Health Nursing and therefore completed the course objectives for Nursing VIII as scheduled for all baccalaureate students. Although it was feasible for students to complete a portfolio for both courses if eligibility requirements were met, to date no student has chosen to do so.

Other modifications included:

1. Several RN students had "significant college-level learning experiences" in surgical intensive care units. They requested and were assigned to coronary care unit for the clinical practicum.

2. Other RN students were placed in emergency room, operating room, and recovery room settings, since it was mutually determined that these RN's needed learning experiences that would be available in these areas.

3. No students were able to document significant college-level learning related to the care of clients with burns. Consequently, a learning experience in a major burn center was designed for these students as part of the practicum for N341: Nursing VII.

Through active student particiaption in the placement process within an open curriculum, several results were noted:

- A realistic understanding of the Registered Nurse students' strengths as well as areas to be developed.

- A sound way to integrate adult learners within the system higher education.

- A way to reduce the barriers facing Registered Nurses desirous of obtaining a degree.

- Maximization of the value of previous learning.

- Enhancement of the self concept of Registered Nurses as an experienced practitioner.

- The emergence of Registered Nurse students as goal-directed adults capable of making decisions about their professional development.

Faculty and students alike realize that the assessment and recommendations influence continuation and progression in the program of study, as well as the social, personal and professional identity of the student. This process is viewed as a primary way of helping Registered Nurses to know themselves and develop to their fullest potential. It is a way of assessing prior learning and yet maintaining academic integrity. Likewise it is a way to facilitate the students' growth by looking for mastery of learning without repetition of prior learning. Students also have a major role in designing their own learning experiences.

At Rhode Island College, portfolio assessment has proven to be a successful alternate strategy in meeting the individual needs of the Registered Nurse students. Both faculty and students agree that when the focus is learning the opportunities are limitless (Lenburg, 1982).

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[1] Nursing 341: Nursing VII - This course examines the actual and potential stress factors of complex health problems and their effects on human systems. Empahsis is placed on the application of nursing process and the teaching-learning process to assist clients in acute care settings to attain and maintain optimal well-being.

Nursing 345: Nursing VIII - This course examines the health of family and community systems as they are influenced by acutal and potential biological, psychological, and sociological stress factors. Epidemiology, prevention, health planning, health advocacy and health politics are among the areas included. The nursing process is applied in practicums in schools, ambulatory care centers and community based health related agencies.

SERVICE-LEARNING IN AN INTERCULTURAL CONTEXT:
A POWERFUL OPTION FOR NON-TRADITIONAL EXPERIENTIAL EDUCATION

Howard A. Berry
and
Linda A. Chisholm

A DEFINITION OF SERVICE-LEARNING

Service-Learning is a union of two traditional goals - academic study and service to the world. Through Service-Learning programs, students continue formal learning and at the same time work with others to solve human needs. The study may be in the liberal arts and/or directly related to technical skills and career goals. It may be fulfilled and credit received through various plans for independent study, and it may be designed for students of diverse abilities, backgrounds, levels of maturity and academic achievement including those from high schools, community colleges, four-year colleges, graduate schools or continuing education programs. Sites for service may be local, national or international. The tasks performed may be related to the student's specific interests and may utilize his or her technical and organizational skills. The time of service and study may be as short as a summer or as long as a year. Service-Learning may be interdisciplinary, international and intercultural; and is experiential, academic and rigorous.

As the service makes relevant and immediate the academic study, so the academic learning informs the work. Students increase their knowledge of the culture in which their service is offered by academic study of it. They develop their skills through the tasks they perform and by offering their time and talents in ways deemed appropriate by the host culture. They learn to understand and interact sensitively, creatively and positively with those of different backgrounds and values. Whether domestic or international, through this mode of learning the culture, community and country truly become the curriculum.

SERVICE-LEARNING ADDRESSES FOUR NEEDS

The Intellectual and Developmental Needs of Students

As some students find intellectual growth and satisfaction within the cloistered college classroom, library and laboratory, others are better challenged and nourished by a fusion of the active and contemplative life. For them the disciplines come alive only when practically applied. They need to field-test the ideas and theories of the scholars. And longing, as many students do, to construct the world anew, they are impatient with what Tolstoy called "the snare of preparation." Service-learning helps them to incorporate, to synthesize, to make relevant academic learning to their own experience of the world.

Erik Erikson has defined the task of the young adult as that of understanding his or her own identity. "In youth, ego strength emerges

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[1] Howard A. Berry, Coordinator of International College
and
Linda A. Chisholm, Executive Assistant to the President
Rockland Community College, Suffern, NY

from the mutual confirmation of individual and community, in the sense that society recognizes the young individual as a bearer of fresh energy and that the individual so confirmed recognizes society as a living process which inspires loyalty as it receives it, maintains allegiance as it attracts it, honors confidence as it demands it." The experience of Service-Learning is an ideal vehicle for the "mutual confirmation" as students reflect on their own cultural background in relation to others, gain competence through the practice of social and technical skills, grow to independence by managing study, work and living arrangements and find themselves productive and valuable members of the society. The development of real skills, useful to the world of business and professions, combined with the confidence of successful service and the belief that they have something to offer others aid the students in defining their own identities and in growing to maturity and independence.

International/Intercultural Education

By placing students in an international and/or intercultural setting and by asking them to study and reflect upon that culture and its values in relation to their own, students gain a new and more sophisticated and profound perspective on international/intercultural issues. Experience of another culture alone, without an examination of one's own assumptions, allows too ready a dismissal of the culture as unimportant, wrong or even evil. Academic study alone may fail to reveal the depth or complexity of problems or the tenacity of another system of beliefs. The usual outcome of the Service-Learning experience is that the student understands more realistically the nature of human institutions and is able to work effectively within an intercultural setting.

Human Needs to be Served

Many across this nation have advocated the idea of a national youth service as a means of engaging the energy, talents, and desire for action of the young with the many public and humane tasks needing to be performed. Senator Alan Cranston has written, "I think we all agree that tremendous areas of social need exist in America today - and that there is a lack of budgetary resources to meet those needs... more dollars are not the real answer...I believe that it is time for America to challenge its people, especially its young people, to service, to draw out the best that is in them." And Gordon Ambach, New York Commissioner of Education, has recommended a period of service experience between high school and college. But few students in today's competitive world can afford the luxury of taking a year out of school, no matter how rewarding and how socially useful their service might be. Driven by the economy to earn a living or pursue the academic credentials necessary for future careers, students must forego their own desire to serve others.

Service-Learning offers a way to serve and learn at once. Given such an option, many students will enroll in these demanding and rewarding programs, and fill social needs presently left undone. The elderly may have companions, the handicapped assistance, children supervision, youth may have directed recreation, the educationally disadvantaged tutoring. In addition, because the Service-Learning student works under the advice and direction of a professor, a host institution and the people it serves benefit from faculty expertise as well. The design for information-gathering or evaluation, for economic and technical development, for intercultural understanding - all are advanced by the contribution of faculty. The work done by volunteer students then is increased in amount and kind and made more productive by the involvement of teachers.

Faculty Renewal

Service-Learning provides opportunities for faculty members to look at their disciplines in a new way and to discover a profound and exciting learning resource, intellectually stimulating to themselves as well as to their students. In a time of little faculty mobility and reduced budgets for conferences and sabbaticals, "tenured in" faculties are in danger of stagnation. Faculty programs of Service-Learning allow teachers to visit the sites, design and supervise learning activities which relate their discipline to the work and location of the service, and find new dimensions and new relevance in their own research and study.

DESIGNING SERVICE-LEARNING PROGRAMS

The service experience and its academic surround can be designed and implemented in several ways, but any design requires careful attention to:

1. recruitment and screening of applicants;
2. orientation of participants to the theory and practice of service-learning;
3. networking among colleges to provide a recruiting base;
4. networking between college and established service agencies to provide placement resource opportunities;
5. ongoing communication between academic and service personnel to monitor the performance and progress of the participant;
6. design of the academic surround so as to relate and line the service experience to learning;
7. sound validation and evaluation criteria and processes in the hands of home campus faculty.

Rockland Community College/Community Service Volunteers in the United Kingdom

An example illustrating the above principles can be seen from a description of the organization and operation of a program currently established in England. Established on a semester basis, groups go in August and in January and stay through December and May respectively. All students undergo pre-departure activities in preparation for the program. These activities include interviews to determine placement and academic interests, orientation to England and British culture, and readings which serve as an introduction both to England and to service. On arrival, the group participates in a three-week session, "British History and Institutions," carrying three credits, and serving to introduce them to British history, politics, culture, social institutions and values. Lectures are given by practitioners from government, universities, social agencies, medicine, press, and other relevant organizations. Students also engage in field trips designed to introduce them to the dimensions and levels of British society.

The students then enter a four-month placement with a community-based social agency or organization. Under the supervision of the agency professionals and an academic mentor, they perform needed services while at the same time translating the experience into intentional and demonstrable learning. The placement situation is full-time, ranging between 30 and 40 hours per week. The tasks performed bear real responsibilities and help fill needed human concerns.

On return, a portfolio demonstrating the learning accomplished - papers, journals, books - is brought to the home campus faculty and evaluated by interview.

British Networking Affiliations

An important aspect of this model is affiliation with existing organizations already having experience with service and experiential resources, and who are thus able to bring to the affiliation established channels and networks. In the case of the England program, placement opportunities are provided by Community Service Volunteers. Established some twenty-five years ago by Alec Dickson, CSV became the prototype for the U.S. Vista program. CSV is experienced in interviewing and placing into its network of service opportunities throughout the U.K. Placement for students is done in accord with the student's personal and academic interests. E.g., a pre-law student is placed in a probationary agency, and a gerontology student serves in an agency for senior citizens.

Academic supervision while in England is done through Policy Studies Institute. PSI is a research organization composed of British academics from various universities whose training and background is in experiential education. Each student is under the guidance of a British mentor, whose function is to help the student link the experience to theory and learning objectives which have been broadly set by the faculty of the student's home campus.

College Networking Affiliations

An important base to establish in order to make the program viable is a collaborating group of institutions which together can form a broad pool for recruiting. In the case of this program, two U.S. institutions form the geographic locus for this, Rockland Community College being the East Coast base, and Pacific Lutheran University being the West Coast base. Each of the two colleges has consortial linkages which allow them to draw on the regions around them. For the sake of efficiency, Rockland Community College is the organizational channel for communication with the British organizations.

Academic Design

There is a variety of ways that campuses may validate the learning which comes from the experience, but for this program we have chosen the Learning Contract mode. Before departure each student works up a generic learning contract with appropriate home campus faculty, emphasizing particularly the learning objectives to be achieved for validation. The function of the British mentor, then, is to refine this contract in light of the actual placement, designing learning activities which relate both to the experience of the actual placement and the learning objectives sought. From this supervision of the academic mentor, working in conjunction with the student and the placement supervisor, each student develops a portfolio of demonstrated learning. This, like the contract, is individualized for each student, but generally consists of journals, logs, papers, and books read. To this is added a narrative evaluation of the student's performance by the mentor and by the placement supervisor. The portfolio is brought back and evaluated in discussion and negotiation with the home campus faculty.

Recruitment and Screening

Recruitment at first is likely to be difficult. Service-Learning, particularly in an international context, is not familiar to many students. However, as visibility is achieved one is likely to find a good number of students interested. From experience, their motivation falls into three non-exclusive categories. First, many students have an untapped desire to be of use in some capacity in the "real" world of human beings and their needs. Second, a common thread in student applications is their expressed need to "get out of the classroom" and try out their skills and knowledge. Third, many are attracted to the idea of doing these things in an international/intercultural context.

Screening, as anyone connected with international programs knows, is a much more difficult matter. Few reliable, accurate guidelines exist. As experience is gained with a program those conducting the screening refine their judgments based on previous experience and "feedback." In the England program two levels of screening are carried out, one by the coordinating people on the East and West Coast centers, and the second by Community Service Volunteers in their placement processes. Currently underway is exploration by Psychology faculty of standard self-awareness instruments which could add another degree of sophistication to this procedure.

Program Summary

While this description has dealt with the established England program, our conclusion is that it provides a solid, academically defensible model which can be adapted to other situations. For example, Rockland has developed a campus Service-Learning semester placing students in local agencies, patterned on the sequence and organization of the England program. Allowing for variations unique to a particular country or culture, the model can provide a working basis for approaching Service-Learning developments in other areas of the world. Plans are underway to accomplish exactly this, especially for Third World situations. Our view is that this pattern, combining as it does service to human individuals and communities, academic learning, and the international/intercultural context responds powerfully to educational, social, and human dimensions which to date have been comparatively untapped.

THE PARTNERSHIP FOR SERVICE-LEARNING

Developing programs of Service-Learning is an exciting task, generating unusual enthusiasm and cooperation, but it is also one requiring an extensive commitment of time. Researching service opportunities, establishing a partnership with the service agency, enlisting the interest of faculty and then of potential students, forging the links between the academic work and the service to be performed, developing a workable budget, as well as threading one's way through the problems which inevitably arise from an international and intercultural context, demand more personnel and expertise than most colleges can afford to assign to the task. To minimize these difficulties, colleges and service agencies have established The Partnership for Service-Learning to aid in the development of Service-Learning opportunities. The two primary goals of The Partnership are program sharing and program development.

Program Sharing

Insuring that Service-Learning programs are well-designed and managed can be costly in time and money. International programs require expensive travel. Through the national Partnership, students and teachers share these quality programs, achieving economy of scale and eliminating needless duplication of effort. Programs shared by several institutions are enriched by a greater diversity of participating students, and the greater number of shared programs allows for a better match between student and service opportunity.

Program Development

The Partnership believes that the collaboration of the service agency members and the academic members makes possible the invention and installation of new programs. The Partnership brokers opportunities by assisting a member institution in placing a student or class with the service opportunity most compatible with the identified interests and skills.

To foster these goals, The Partnership additionally sponsors conferences and workshops for faculty development; encourages and synthesizes research in fields related to Service-Learning such as cognitive and psychological development, intercultural/international studies, community development and experiential learning; and acts as advocate for Service-Learning with colleges, schools of education and state educational authorities.

The 1985 Conference will be held March 21-23 at the 4-H Center, Washington D.C.

For further information contact co-directors:

Professor Howard A. Berry or
Dr. Linda A. Chisholm
The Partnership for Service-Learning
145 College Road
Suffern, NY 10901

VERSATILITY--A KEY TO SUCCESS: AN ORGANIZATIONAL MODEL FOR NONTRADITIONAL APPROACHES TO EDUCATION

Judith A. Bischoff

Abstract

Colleges and Universities need to be concerned about the flexibility and diversity of their curricula. Specifically, professional preparation disciplines who have concentrated on skills and knowledges applicable to only their discipline. A broader based, more flexible approach needs to be considered. A suggested model follows which can assist faculty in exploring nontraditional approaches to education.

INTRODUCTION

The wave of the future will create various demands on graduates of professional preparation programs from Colleges and Universities. The personal skills and knowledges obtained through the educational process need to reflect a multiplicity of approaches to fit into several options. The current trend of preparing students for a narrowly defined job can be dangerous and unfair to the students. As Toffler (1981) has said, "If schools have any function, any justification, it is to prepare young people for the future. If it prepares them for the wrong future, it cripples them" (English & Steffy, 1982).

Specifically, professional preparation programs need to be concerned about the flexibility and diversity of their curricula. In Colleges of Education, teacher preparation has been the main thrust. The skills obtained through those curricula have been concentrated on areas unique to the educational setting. Even though there is currently an overabundance of teachers, and school districts appear to be closing/consolidating schools, the professional preparation in education still has a place in academia if Colleges of Education are willing to evaluate and revamp existing curricula. This same line of reasoning would be applicable to other disciplines in the university setting. There are three phases to developing a model which would enhance the career opportunities for graduates of Colleges and Universities.

PROGRAM DEVELOPMENT

The various disciplines of professional preparation may need to take a close look at their current offerings in order to expand the areas of occupational preparation. The following steps could be considered.

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[1] Judith A. Bischoff is an Assistant Professor and Coordinator of the Bachelor of Science Program in the Department of Physical Education at Northern Illinois University, DeKalb, Illinois.

Evaluate

Examine the current course of study by asking the following questions: Are the graduating students marketable? What skills should they possess to make them marketable? Are there jobs available for our graduates? Are we keeping them current in course offerings? If there are "no" answers to the questions being posed then a plan of action needs to be developed to increase students' marketability.

Brainstorm

The second step could be to brainstorm, which would entail a two track approach. One track: identify the areas in which students may be lacking skills and then decide where and how they could obtain those skills. Second track: ask the question how can the discipline expand to provide students with more career options? What skills would they need? How do they obtain those skills?

Validity Check

If we focus on the second track, the third step then could require selected faculty members to check the validity of the skills and knowledges identified in step two with appropriate public/private contituencies (i.e., corporations, hospitals, social agencies, etc.).

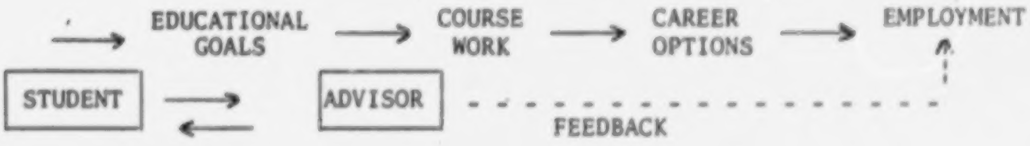
Feedback

Once the feedback is obtained from the employment world, courses and faculty should then be identified for the implementation phase. There are three areas which would need consideration in course selection: general education course requirements, departmental courses and the interdisciplinary courses. In most cases there are selections within areas of the general education requirement (i.e., within the Humanities area there are several departments) from which the student can select the required hours that would enhance her/his career focus. This is where guidance plays a crucial role. The department should set necessary courses within the department, which are required of all students and some that are electives. Lastly, the interdisciplinary courses should be grouped by pertinent areas which will complement the career objectives (i.e., Communication Skills, Public Relations, Psychology) and the student selects a certain number of hours from each area. In addition, careful consideration needs to be given to the sequencing of courses and student advisement.

GUIDANCE

With the implementation of a new track of career options, a strong advisement procedure is necessary for success. The advisory program should assist students in developing alternatives or complements to their educational plan.

Advisement Model for Maximizing Career Options

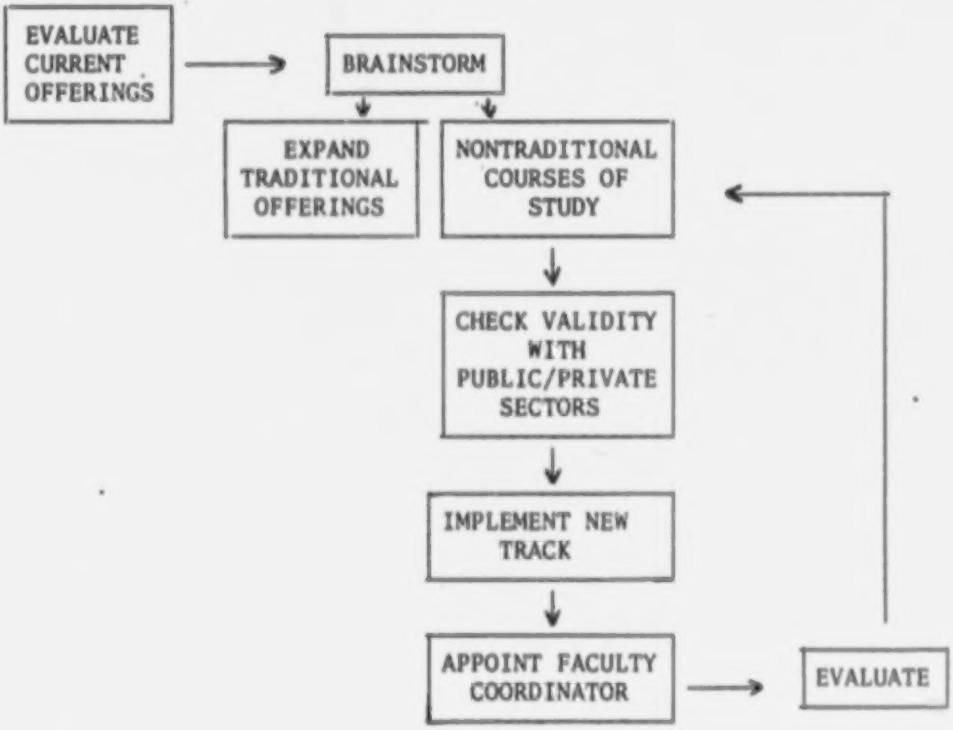


EVALUATION

Evaluation should be an on-going procedure which is obtained from students, faculty, university supervisors and field-based supervisors. (Feeback from the two supervisors is an assumption that a field experience or internship experience is part of the nontraditional track.) Written feedback would be best so a record of the comments can be kept on file for program evaluation. Several forms can be developed to obtain this feedback: a student self-evaluation, internship site evaluation, university supervisor evaluation (done by the student), on-site supervisor evaluation of all interns (done yearly to obtain overall information about interns--not related to one specific student) and employer evaluation (after the student has graduated and been employed for two years). Also periodic personal contact (by the coordinator) with individuals involved with the program helps in maintaining an open communication system which is unvaluable for program quality

SUMMARY

Nontraditional career tracks with a component of interdisciplinary courses can provide students with options in their educational goals. This takes a commitment on the part of the university, college, department and faculty. The following schemata summarizes the necessary steps.


EVALUATE CURRENT OFFERINGS
BRAINSTORM
EXPAND TRADITIONAL OFFERINGS
NONTRADITIONAL COURSES OF STUDY
CHECK VALIDITY WITH PUBLIC/PRIVATE SECTORS
IMPLEMENT NEW TRACK
APPOINT FACULTY COORDINATOR
EVALUATE

Of utmost concern should be the preparation of students with the skills and knowledges that are applicable to a changing society. The wave of the future is here and as the tide begins to rise we need to remain afloat and aim for the crest of the wave.

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ONE UNIVERSITY'S EXPERIENCE WITH A PART-TIME OFF-CAMPUS DEGREE RELATED PROFESSIONAL PROGRAM

Thomas J. Blakely

Abstract

This paper reports on the administration of an alternative graduate program in social work which is offered at an off-campus site. The original proposal for the program contained qualitative guidelines for evaluation and these were used to organize the paper to describe some administrative tasks and challenges.

INTRODUCTION

This paper was written to describe some of the administrative challenges involved in the delivery of a graduate professional program at an off-campus site to non-traditional students. Its purpose was to inform persons who are either planning or implementing similar programs.

WESTERN MICHIGAN UNIVERSITY

Western Michigan University is a public university with undergraduate and graduate programs of study. Approximately 19,000 students were enrolled in fall 1983. It is primarily a regional university although students come from various places in the state and nation as well as from foreign countries.

One graduate program, in the College of Health and Human Services, is the School of Social Work, which has about 220 students, more than half of which were part-time during the 1983-84 academic year. Trends in education generally have resulted in an increasing number of part-time students and the School has responded by establishing two part-time programs, one on campus and one off campus. As Frumkin et al (1981) noted, half of all the schools of social work in the United States have part-time on-campus degree programs while an additional 30% have off-campus programs or are involved in both.

The first part-time effort at Western resulted from a request from Grand Rapids, an urban center fifty miles north of the university. There as elsewhere the expansion of social services during the 1960's and 1970's created a demand for more professionally trained social workers. This, plus contemporary economic difficulties, promoted a demand for part-time education from persons already in the social work field who wanted to upgrade their skills but who could not complete a full-time program because of employment and/or family commitments. Reduction in financial aide, and/or distance from the university campus were other factors.

At Western a Division of Continuing Education is involved in the administration of university courses and continuing education through its campus offices and five regional centers, one in Grand Rapids. As the proposal for the off-campus part-time program developed the Division participated in the planning. The program

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Thomas J. Blakely is the Director of the Western Michigan University School of Social Work Off-Campus Program, Grand Rapids, Michigan.

coordinator, a social work faculty member, established linkage between the Division and the School of Social Work, which has several administrative advantages.

Grand Rapids had invited other state universities to provide graduate social work education and another state college started a program about the same time as Western. On the recommendation of a State legislative office a Tri-County Advisory Board was developed to investigate possible cooperative efforts. It consisted of social work administrators from agencies in the Tri-County area of Kent, Muskegon and Ottawa counties.

This action clarified the program's catchment area and established its name as the Tri-County Social Work Program. The Board, staffed by the program coordinator, continued to meet for three years and then discontinued, primarily because interinstitutional programming could not be developed.

PROGRAM PLANNING AND FEATURES

Planning for the Tri-County program was assisted by a consultant who recommended that a coordinator be placed on site. The literature (Nooe and Green, 1979) suggested this too and experience in our case supports it. The arrangement has an impact on administration in that it extends services from the School to the site. It is effective too in having someone available to answer inquiries, maintain relationships with agencies and link the students with the campus. Recruitment, advising, course delivery, and communication have been enhanced in general. Imaginative ways of responding to a variety of student needs have been considered and implemented. One current example is planning for some campus student programs i.e. an annual student conference, at the off-campus location.

Three types of extension programs have been identified by Shannon and Schoenfeld (1965): geographical, chronological and functional. In geographical programs elements of a regular academic curriculum are offered off-campus; in chronological programs broader age groups are involved, with a mix of credit and non-credit courses or workshops and institutes; and in functional programs the university provides experiences for adults and youth regardless of social and educational status.

The Tri-County Program is both geographical and functional in that credit and non-credit offerings are provided for a broad age group. The administration of this mix demands considerable planning skill, particularly because of the graduate content and the range of demographic variables descriptive of the student body. As Gullerud (1981, p 11) suggests "further study of the critical issues raised by comparing these programs (geographical and functional) is important, particularly as off-campus educational programming becomes more prevalent as a solution to declining enrollment."

A REVIEW OF ADMINISTRATIVE AREAS

With this background information a review of those areas of administration which might be helpful in planning future experiences in the delivery of a professional course of study through a continuing education model might be helpful. One way of organizing this material is to follow the quantitative and qualitative guidelines for evaluation established by the original social work faculty proposal.

The quantitative criteria were based on credit hour production and cost. Without citing all the dollar figures involved, income generated has exceeded original expectations and has been sufficient to finance the budget for program operation, including the coordinator's salary. It has not been sufficient to equal salary expenditures from base budget for faculty teaching in the part-time program.

Qualitative measures were less discrete. The original proposal identified the variables as: 1) the degree to which off-campus delivery accommodates the specialized needs of students, 2) the degree of professional socialization, 3) individualized educational planning for field instruction, 4) workability of multiple entry points, 5) adequacy of off-campus support systems, 6) the integration of the program personnel into the social work faculty, 7) the comparative quality of the off-campus and on-campus programs and 8) the impact upon accreditation of the overall program. Special attention was to be given to the evaluation of causes, effects and program adjustments necessitated by attrition of students from the program (Tri-County Social Work Memorandum of Understanding, 1979).

Specialized Needs

The specialized needs of students have demanded sensitivity by administrators. More than ninety percent of the students were employed at the time of entry into the program and more than sixty percent were married. Thirty percent of the married group had children. The demands of being an employee, a spouse, and a parent compete with the demands of being a student, especially during the two years when the field instruction requirement is completed. However, as Ostar (1981) has observed, "Part-time students are highly motivated, and are sensitive to the need for quality programs, in as much as they relate the course they take to career objectives."

Administrators have encouraged students to share their feelings and efforts to obtain student feedback resulted in program modifications which eased their frustrations. For example, adjustments of student plans to shorten or lengthen the program is possible within some limits and efforts are made to meet specialized needs. More specific narrative about the whole situation is not appropriate here but one can get some sense of what may be done when it is related that recently a student with a special health need was permitted to redo her program of study so that it extends over six years, the maximum time permitted by Western's Graduate College. Administratively, any multiplicity of such plans could make scheduling very complex but flexibility can be established within some currently unknown limits. Flexibility is probably more of a problem for some students as one study points out "degree seeking adults as faster paced than previous literature implies and, therefore, more like traditional students than has been believed" (Mishler, 1982, p. 40).

There are other examples that could be used to demonstrate flexibility in the administration of the program but a single additional one may suffice. During the third year of operation, when four cohorts were passing through and maximum scheduling was occurring an attitudinal research study of students, faculty and field instructors was completed (Blakely, 1983). More than half of the respondents in all three groups expressed agreement with shortening the time of the program. As a result an applied six hour research course was rescheduled from near the end of the program to the spring-summer of the second year. Rescheduling other courses shortened the program from three and a half to three years, scheduled three required courses in both semesters of the second year so students would automatically complete residency, and shifted two courses out of spring and summer half semesters to regular semesters, all things that students, through the research study, expressed interest in having accomplished.

Professional Socialization

In the Tri-County Program socialization into the social work profession, an important part of graduate education, has been achieved through a variety of measures designed to involve students in professional activities. For example, they are notified of professional workshops and institutes being presented in the geographical area; they are invited to participate in campus based student activities, such as the Annual Student Conference; they are invited to attend the Annual Symposium on Social Work Theory and Practice offered to the professional community by the Tri-County Program; they are encouraged to join and become active in the National Association of Social Workers; and, an off-campus student organization has been established as a contact with the on-campus Student Union. As so many of our students have been employed at social work agencies where they are regularly socialized by other professionals and are involved in a variety of in-service training and other professional development programs, these activities are supplemental.

Field Education Placements

Field education placements have demanded a series of administrative considerations. Planning for a sufficient number of placements for campus and off-campus students who need placements in the same general locale, securing the most appropriate match between student and agency, and assisting in the development and approval of work-study placements have been the major tasks. Delegation of authority for decision making from the Director of Field Education to the off-campus coordinator has facilitated decision making while keeping the primary authority for field instruction arrangements in the hands of the Field Education Director.

This sharing of field education responsibility has increased identification with the School and improved communication between the School and off-campus students. Communication is frequently difficult but when it is made more complex by distance, both real and psychological, it is more so. We are learning that broadening contacts with campus administrators and faculty may clarify and resolve issues. This effort is supported by Knox (1982), who found in a study of professional education programs, that the major issues for continuing professional education students were: 1) faculty contribution to the program, 2) diversification of financial support, 3) increasing access to the program and, 4) increasing support from the Dean (Director) (Knox, 1982).

Multiple Entry Points

Multiple entry points have not been implemented in this program. The maximum size of eighteen in practice courses and field units during the first year, plus the offering of only one section of courses, has limited admissions. The recruitment of students to fill guest spaces in beginning classroom courses to create a pool of students who could be admitted to replace persons who dropped out during the first year has worked well. However, any other changes in admissions practice has not been possible.

Off-Campus Support Systems

Regarding the adequacy of off-campus support systems the things that have received attention were: 1) clarification of the role of the coordinator; 2) the scheduling and availability of media equipment; 3) the planning of library services; 4) the availability of computer resources; and 5) student support group.

1. Clarification of the Coordinator's Role

The role of the Coordinator has been sometimes unclear as two administrative channels were created by a policy of delivering off-campus courses through the Division of Continuing Education, and employing a coordinator who has faculty rank and reports to the Director of the School of Social Work. The mix of assignments of administration, advising, teaching and field instruction has sometimes created a blurring of roles and produced some confusion in expectations for the coordinator and the students. Changes such as reducing the advising load, stabilizing the teaching assignment, and the appointment of a faculty advisory committee as a support group, have helped.

2. Media Equipment

Media equipment problems have added to administrative tasks. A contract with the local two year college has provided movie and overhead projection equipment. Financial cutbacks at the college have affected this contract and substitute methods of meeting the teaching needs of faculty for media are being developed. Meanwhile equipment may be furnished from the campus to supplement those pieces of equipment which belong to the Regional Center. Additional materials may need to be purchased to meet ongoing needs. As mentioned previously Knox (1982) has addressed the importance of the issue of financial support in continuing professional education programs.

3. Library Services

Library services have required regular administrative attention. An initial investment in books and materials was provided in the original budget for the program and the other public institution involved in local social work programming purchased several books and journals. These materials continue to be available although access to them has become difficult because the public library in which they are housed has decreased its hours. To help students the off-campus coordinator has compiled a list of materials and made copies available to students and faculty. This list is updated as new purchases are made.

Other administrative responsibilities have been: to check faculty syllabi and course reading lists; to keep up with materials which may need to be purchased; to work with program coordinators to gather information regarding needed books; and to order copies of required readings from the campus library to be placed on a reserve shelf at the off-campus library.

4. Computer Services

Computer services are a part of the support system for this off-campus program. Two courses employ computer based instruction and one of them, a course on social policy, has nine lessons which require at least three hours of computer time per student. This means employing a person for evening and Saturday hours to keep the Regional Center open and provide students with basic instruction in computer operation. The current nine hours in the policy course is an increase of six lessons from the last year's requirement. Also, the class is larger this year. This has increased the time required to complete the work and thus increased time for the coordinator to employ and monitor part-time help. New computers have been put in place recently which will meet the increased demand.

5. Student Support Group

Finally, another aspect of support, which was not intended to be evaluated per se, is support students give to each other. While an attempt has been made to hold socializing events for the students, and to organize a student union participation has been scant because they have other priority commitments. Thus, the relationships in the cohort to which each student belongs has become their primary support system. As Jacobs (1983) put it "For many (mature) students, developing a support system on campus may enhance their ability to do well in school, complementing the social activities they have outside of the university setting. Support groups are one effective and efficient way of meeting the support needs of mature students." Enhancing this natural support system is important.

Faculty Integration For Program Personnel

Integration of program personnel into the social work faculty has been simplified by the fact that only the coordinator is involved. The teaching positions established for the program were filled by existing faculty. On hiring the coordinator was assigned to the Admissions and Curriculum Committees to promote integration. The coordinator has been part of the administrative group of the School, with ongoing and varied annual committee assignments. Among them has been the Part-Time Committee and the Tri-County Advisory Committee, both of which have furthered integration between the campus and the off-campus programs. The coordinator serves as a permanent member of the Part-Time Committee and as the Chair of the Tri-County Advisory Committee.

Campus faculty teach off-campus courses which affects the School's scheduling. Maintaining positive relationships with campus faculty is an important part of the off-campus administrative job. As Gullerud and Itzin (1979, p 11) have written, "it is important that off-campus teaching assignments be viewed as an integral part of programming so that they are not interpreted as being ad hoc but are viewed as being centrally related to the mission of the School."

Quality Comparisons and Impact on Accreditation

The final two criteria for evaluation, the comparative quality of the off-campus with the on-campus program and the impact of accreditation on the overall program have yet to be tested. Quality measurement of practice skill is very difficult to achieve except in relation to performance after graduation. On the other hand knowledge measures are easier to establish. Grades and performance in the classroom and in field education, when used as quality criteria, suggest that off-campus students consistently perform as well as on-campus students. As of this writing there have been fewer dropouts from the off-campus program than from the campus and no students have been counseled out. Plans for outcome measurements of practice skill levels among graduates are in the initial stage.

The impact of accreditation will be determined soon as this year is the year of reaccreditation for Western's School. A site visit by an accreditation team occurred recently and their comments about the off-campus program were positive.

There has been little attrition in the program until the last two years during each of which three of the eighteen students have dropped. Although further exploration of the reasons for dropping is necessary it may well be that some different administrative approaches could reduce the attrition. The low loss numbers may be due in part to the School having made several program modifications for the purpose of meeting students' requests and needs. For example, several program modifications were completed following the attitudinal research study completed during the 1981-82 academic year. Each of these changes had administrative implications but each contributed to the improvement of the program.

CONCLUSIONS

This has been a narrative description of one university's experience with the administration of a part-time off-campus professional education program in social work. Hopefully, our experience may be useful to others who are planning on carrying out similar programs. One thing that has become apparent is a need to gain more knowledge about adult education. As Kuh and Thomas have recently written: "Because adult developmental processes identified in the literature were found to be generally applicable to graduate students, a working knowledge of adult development theory seems necessary for those who provide counseling and therapeutic services to aide in identifying and placing into perspective and issues and concerns facing graduate students" (Kuh and Thomas, 1983, p. 19).

There seems to be little doubt that part-time social work education will expand in the future and models for the delivery of such programs need to be honed and refined in ways which meet the Council on Social Work Education standards but also in ways which demonstrate the need for changes in standards, not to compromise quality but to produce flexibility in achieving professional level education.

As James E. Martin, President of the University of Arkansas System said in a recent speech," ...what we should and must realize is that the most effective force in the world today is the acquisition of knowledge, and that those nations and those peoples who place their emphasis on the search for knowledge will be the survivors and the leaders in the 20th and 21st centuries" (Martin, 1983, p. 394).

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HOSPITAL BASED INTERDISCIPLINARY EDUCATION FOR HEALTH SCIENCE MAJORS

Ronald L. Braithwaite and Euolinda R. Logan

Abstract

An innovative interdisciplinary health science student rotation began as a pilot project in January, 1984. This practicum experience was initiated as a joint venture involving the Norfolk Area Health Education Center (NAHEC), Norfolk Community Hospital (NCH) and five institutions of higher education (Eastern Virginia Medical School, Hampton Institute, Norfolk State University, Old Dominion University and Howard University). The basic objective sought to develop and implement a community hospital-based interdisciplinary educational experience and to expose health science students to the environment of an inner city hospital. Twenty-three students participated from the following disciplines: medicine, social work, health education, nursing, medical records, health services management, corrective therapy and medical technology. Sixteen were enrolled in a credit course while seven team members were participated on a voluntary basis. The project included four components which were intended to facilitate interaction among students from the involved disciplines. The project components included (1) a primary assignment in the students field of study, (2) a required four hour per week interdisciplinary team project, (3) a monthly-seminar type meeting of all participants (students and faculty team consultants), and (4) participation in hospital conferences on an optional basis. Each of the eight teams were assisted by a hospital staff and/or school faculty member who periodically met with the team members during the course of the semester.

INTRODUCTION

The Eastern Virginia Area Health Education Centers (EVAHEC) Program is the overall sponsor for this interdisciplinary project. The major goal of EVAHEC is to improve the distribution, supply, quality, utilization and efficiency of health manpower in the health service delivery system through the development of regionalized programs. Unlike previous federal efforts to alleviate health manpower problems through financial incentives,

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Ronald L. Braithwaite is the Director and Euolinda R. Logan is a Health Educator at the Norfolk Area Health Education Center, Norfolk, Virginia. AHEC is a cooperative program with the Eastern Virginia Medical Authority.

the AHEC program employs educational incentives to attract and retain health care personnel in medically underserved areas. By linking the academic resources of the university health science center (post-secondary health related training programs) with local clinical facilities (ie. hospitals and related health agencies), community practicum sites for student educational experiences are generated. The long term goal is to facilitate a sensitivity among health science majors to the needs and dynamics typical of inner-city medically-underserved areas, thereby enhancing the likelihood of these students locating practices and seeking employment in such areas upon graduation.

The AHEC concept was first proposed in 1970 by the Carnegie Commission as a means of addressing geographic and specialty mal-distribution of health personnel. To confront this problem, the Commission proposed several changes in the education of health personnel, including the training of more physicians in primary care; improving the geographic distibution of health manpower; development of educational facilities in remote rural and inner-city areas; and a wide range of new approaches in training that would relate the education of health professionals more efficiently to health care delivery. Specifically, to fulfill these objectives, the Commission called for increased medical and dental school enrollments, curriculum reform, development of new health science centers and the creation of area health education centers.

The Health Professions Education and Assistance Act of 1976 (Public Law 94-484) expanded the eligible target population of AHEC's from rural to urban inner-city areas. The main objective of urban AHEC's is to serve as a broker between the "town" and the "gown". This is done through the forging of partnerships between local community agencies and university health science programs. The challenge of coordinating independent and free-standing community health resources and developing collaborative relationships among health science training programs is indeed a difficult task. Moreover, urban AHEC's are charged with the responsibility of acquainting health professionals and health science students with the relationship between poverty and health, with the cross-cultural barriers to health, to providing skills in community organization and responsive planning to address health needs from a preventitive perspective. Urban AHEC's are also committed to improving the opportunities for minority students through career development and recruitment into health manpower training programs.

BASIC APPROACH

Following a six month planning period with health science faculty representing the five institutions of post-secondary education and the administation of NCH, the project began on a pilot basis in January, 1984. Critical to the project implementation was several preliminary meetings to discuss goals, objectives, schedules, supervision, role delineation, project scope, expectations, evaluation and the proposed project components. The basic premise on which the project was developed, acknowledged that all of the involved disciplines required their students to have a practicum type course in a local health facilitiy. A proposal was developed by Ronald L. Braithwaite who conceptualized the project and who then attempted to float the concept to the universities, the NCH administrator and his director of medical affairs. Following a two month comment period and a few revisions to accommodate discipline specific needs which focused on issues about expected outcomes, the project was formally endorsed by both the "town" (NCH) and "gown" (universities) entities.

The project components afforded student participants with an opportunity to: (1) maintain involvement with a traditional discipline specific practicum through each student's primary assignment; (2) become involved with an interdiciplinary team project; (3) attend a required monthly seminar meeting and (4) attend one or more of the NCH pre-scheduled conferences on an optional basis. Due to the rapid project start-up, participating students were matched on a random basis. Since the largest single discipline was nursing with eight students, they were distributed across the eight teams first and students from other disciplines were assigned to complete the teams. The project components are briefly described below:

Primary assignment

Each student had a primary assignment and work location which was consistent with the objectives of the practicum course for which they were enrolled. The primary assignment was supervised by the appropriate NCH staff member, i.e. the nursing students were assigned to the director of nursing at NCH for placement in a primary assignment. This aspect of the program typically required a four hour per week committment by the student.

Interdisciplinary team project

Following an organizational meeting which served to introduce team members to each other, the faculty and NCH consultants facilitated an initial brainstorming session among team members. For the first four weeks each team was encouraged to meet weekly for approximately four hours. Each team was charged with the responsibility of negotiating meeting times and places; generating a team proposal (two pages in length) which outlined the focus of their collective effort; and ultimately implementing a manageable team project. The scope of such team projects varied with the level of interest and committment within the teams. By design all teams were encouraged to focus their efforts on community outreach health education projects which were responsive to areas identified by the hospital needs assessment. These included patient education/self-help projects that emphasized: (a) cancer (b) hypertension (c) diabetes (d) venereal disease (e) geriatrics

(f) adolescent pregnancy (g) sickle-cell anemia and (h) CPR. Throughout the team planning period, consultants stressed the importance of manageability and scope delimitation given the time constraints within a sixteen week semester.

Monthly seminar meeting

Four monthly seminar meetings were convened. The first meeting was organizational and provided an opportunity for orientation to the interdisciplinary project. The second monthly meeting provided an opportunity for teams to present a synopsis of their team project plan. The third monthly meeting involved two guest speakers who discussed: (1) Multidisciplinary approaches to cardiac diseases (2) Interdisciplinary education in the health sciences and (3) recent policy developments for addressing the needs of the elderly. The fourth monthly meeting was used for team project final reports. Each of these meetings spanned a two hour period of time with the exception of the last meeting which was three hours.

NCH pre-scheduled conferences

NCH has several ongoing conferences which were thought to be of interest to the participating students. Attendance was optional but students were welcomed. These conferences were topical and addressed issues in radiology, surgical pathology, tumor pathology, and obstetrical and gynecological pathology. All of these conferences convene on a monthly basis.

Project resources

To enhance the project chances of success several other resources were available to the team members. These included (1) free computer literature searches on team project topics (2) a $50.00 supply budget for each team (3) funding for project related travel (4) funding for registration fees of health-related workshops within the locale and (5) technical assistance on research design and data analysis.

SYNOPSIS OF INTERDISCIPLINARY TEAM PROJECTS

TEAM #1 -- ADOLESCENT PREGNANCY COUNSELING PROGRAM

This project involved 10 adolescent girls who participated in either the prenatal or postpartum clinic at NCH. The program was designed to emphasize the self, to foster independence, and to provide factual information for decision-making as it related to conception and contraception. The girls participated by attending 90-minute sessions over a four week period. The sessions covered basic anatomy and the reproductive system, sexual fact and myths, childbearing, nutrition, labor and delivery, contraceptives, and parenting skills. The student team members were from nursing and social work disciplines with the hospital director of nursing as team consultant.

TEAM # 2 -- THE IMPLEMENTATION OF DIAGNOSTIC RELATED GROUPS AND ITS IMPACT ON NURSING CARE AND THE MAINTENANCE OF HEALTH CARE DATA

A case study of two local hospitals sought to examine how the implementation of the Diagnostic Related Groups (DRGs) method of hospital reimbursement had affected delivery of health care. The major concern was to assess what administrators were doing to reduce cost of care without diminishing the quality of care. Team members included a graduate nursing student, an undergraduate medical records student and a medical resident. The director of medical records and a faculty person from one of the universities served as team consultants.

TEAM # 3 -- ORGANIZATION AND DEVELOPMENT OF A COMMUNITY CARDIO-PULMONARY RESUSCITATION (CPR) PROGRAM

The purpose of this project was to organize and develop a community CPR training program to aid in the prevention and reduction of cardiopulmonary deaths. Team members included a graduate nursing student, an undergraduate medical technology student and a graduate health education student. Consultants included a hospital-based laboratory technician and a university faculty person from health education.

TEAM # 4 -- A COMPARISON OF READING SKILLS OF PATIENTS AND THE READABILITY OF PATIENT EDUCATION MATERIALS

This study sought to determine the levels of reading skills of the patient population utilizing the outpatient clinic services of NCH and the readability levels of written materials provided to these patients. The team members included a graduate nursing student, an undergraduate social work student and an undergraduate health education student.

TEAM # 5 -- HYPERTENSION EDUCATION RESOURCE PACKET

This team was aware of the serious threat that hypertension posed for Blacks and minorities living in the inner-city. Given the complexity that hypertension represents to the target population, they sought to develop an educational package on hypertension to be distributed to patients. Specifically, the packets addressed the definition of hypertension, dietary regime, medication compliance, periodic medical check-ups, and blood pressure monitoring. Team members included a graduate health education student, an undergraduate medical education student and a graduate nursing student.

TEAM # 6 -- THE INTERRELATEDNESS OF THREE HEALTH SCIENCE DISCIPLINES IN THE DIAGNOSIS, MANAGEMENT AND PREVENTION OF MYOCARDIAL INFARCTION

Within this triad (a graduate nursing, an undergraduate medical technology and an undergraduate health service management student), the goal was to assess the typical treatment and evaluation procedures for monitoring patients with a cardiac disease. Team consultants were two university-based faculty in medical technology.

TEAM # 7 -- A PATIENT EDUCATION PROGRAM TO ASSIST WITH THE PREVENTION OF CARDIOPULMONARY DAMAGE

Team seven planned a cardiopulmonary prevention program to assist in the prevention of cardiopulmonary damage which is the major diagnostic group of diseases for hospitals. The program was planned with the PRECEDE model -- a health education planning model. This approach has demonstrated evidence of enhancing ones ability to plan educational programs. Team members included a graduate nursing student, an undergraduate corrective therapy student and a medical resident. Consultants included the hospitals patient education coordinator and a university faculty from corrective therapy.

TEAM # 8 -- A MARKETING STRATEGY FOR CARDIAC EDUCATION PROGRAMS

A survey of the medical records at NCH revealed that cardiac patients were disproportionately (high) represented in contrast to other disease catergories. It was determined that cardiac education is essential to the community serviced by NCH. The intent of team 8 was to adapt marketing principles to the formulation and implementation of a service currently needed at NCH --- cardiac educational classes. Team participants were a graduate nursing student and a health services management student. Consultants were a hospital administrator and a health services management university professor.

LESSONS LEARNED

The basic intent of the interdisiplinary teams was to provide a supportive environment for initiation and management of a small team project. Students were encouraged to focus their efforts on community outreach health education projects. The lessons learned during this pilot project include:

STAY ON TOP OF DIFFERENTIAL EXPECTATIONS --- Across the eight graduate nursing students, the expectation of "hands on" experience and emphasis on cadio-pulmonary cases was required by their instructor. Hence, all eight teams were constrained when negotiating a topic area for their team project since each team was assigned one graduate nursing student. A requirement from this discipline was not made known to the planning committee until four weeks into the semester. This information was needed in the advance planning stage to alleviate stress. What should have been a democratic process, based on time, interest and commitment, instead became a tug of war for who could coerce others more effectively. In most instances the graduate team members with experience dictated the choices made relative to team project topics. This one experience points out the need for constant, open communications between students, consultants, and planning staff.

ORGANIZATIONAL STRUCTURE MUST ADDRESS STATUS ISSUES --- Resident physicians involved with the teams perceived themselves on a par with consultants and faculty and not as students. This resulted in limited participation on their part. Graduate students also had difficulty functioning when paired with undergraduates in a triad or dyad. The competency levels were too disparate, hence resistance to engage in joint planning within mixed level (educationally) groups was observed. During future semesters this will be addressed through a more open team pairing system.

ROLE CLARIFICATION AND PREPLANNING IS CRITICAL TO IMPLEMENTATION --- Consultants and faculty were selected from school programs already rotating at NCH. Two facilitators became a real detriment on one team. Both were knowledgeable people, but very different in orientation and approach. One was "laid-back", the other "driving and no nonsense". Students were confused and sent in different directions. We have learned that one consultant rather than a two per team is preferred. When properly orientated to the goals and needs of the rotation, one consultant is sufficient to guide each team's development. In the future consultative functioning will be more sharply focused with the occurence of a detailed pre-orientation session by NAHEC staff and the planning committee. Hospital-based staff consultants may be able to enhance the clarification of definition on the type of projects needed for community use which the hospital will sanction.

DO NOT USE RANDOM GROUPINGS: Because the pilot project began late, students were paired into dyads and triads randomly. In some instances this was acceptable because students developed better communication skills as a direct result of working together with new colleagues. Unacceptable pairings resulted because some students were taking the practicum for class credit and their motivation level was much higher than a team members involved on a non-credit basis. All participants need to receive credit for their time and involvement if motivation is to be maintained at a high level.

FEEDBACK FROM EVALUATION

Fourteen of the thirty-three participants (students and consultants) returned the evaluation forms at the project's end. Of the fourteen forms returned, ten agreed that the project was worthwhile and worth the effort. The average number of hours spent on the project was forty-five hours throughout the semester. The following comments were taken from the project evaluation form:

STRENGTHS OF THE PROJECT:

-Coordinator and staff were most accommodating and prompt in their services.
-Program met its goals for student interaction with institutions and students from other disciplines.

-The NAHEC funds made available to members to attend workshops related to team projects and education.
-Monthly seminar afforded participants the opportunity to engage in valuable experiences not otherwise available.
-Consultants response and help.

WEAKNESSES OF THE PROJECT:

-Many students involved in class requirement and a limited amount of areas to concentrate on.
-Lack of interest by some students.
-Late implementation of the project.
-Lack of communication between students, consultants, and NAHEC.
-Length of time allowed for the project.
-Lack of support by group facilitators.
-Objectives unclear.

SUGGESTIONS AND COMMENTS:

-Start project earlier
-Time requirement of students should be less and assignments should be suggested prior to the academic year or semester.
-More guidance of exactly what is expected of each team member.
-More interaction between project teams.
-More rigid requirements from the group participants and facilitators.
-Clearer definition of type of projects needed for community use.
-Keep at undergraduate level.
-Pre-orientation session of consultants and NAHEC staff.
-Expectations of students should be outlined in a more detailed manner.

A Model for Developing a Faculty Pool in Alternative Degree Programs

Stephen M. Brown
Kenneth W. Wadoski

Abstract

This paper describes a model for developing and maintaining a pool of qualified adjunct faculty. Issues addressed include recruitment, selection, training, and the importance of institutional recognition.

INTRODUCTION

Students entering an alternative adult education program are typically employed. Their goal is to obtain the requisite credentials for advancement in their profession, or move into a more desireable occupation. As such, students in these programs expect instruction which relies heavily on the integration of theory and practice. Indeed, due to experience in the field, some students may be as conversant as the instructor in various aspects of a subject. Consequently, the choice of instructor and mentod of instruction are cruicial to the successful offering of an alternative education program.

Many programs rely on part-time instructors who have a committment as practioners to balance the traditional academic approaches. Institutions need to develop a stable, dedicated adjunct faculty pool which can represent the institution.

The Model

The Lesley College Programs in Management for Business and Industry (PMBI) is an accelerated, off campus program. It has been in existence for three years, and currently serves 635 students, in 36 locations throughout Eastern Massachusetts. The program utilizes 60 faculty and an administrative support staff of 16.

The program model is based upon the availability of talent and resources in the serviced areas. Local universities, high technology companies, and service industries have provided the program with faculty members who possess an unusually high level of academic credentials and applied experience.

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1 Stephen M. Brown is the Assistant Dean for Academic and Student Services, Lesley College Programs in Management for Business and Industry.

2 Kenneth W. Wadoski is the Faculty Coordinator for the Lesley College Programs in Management for Business and Industry.

The faculty are composed of two groups. The first are engaged full-time in academic endeavors. They are either full-time faculty at local institutuions or completing a dissertation at a local institution. These faculty members possess academic credentials which are usually required by traditional programs. They are conversant with processess and issues in higher education and are usually extremely active in scholarly pursuits.

The second group are practitioners. The faculty members generally are managers in local companies. They possess credentials which qualify them for academic appointments, and view affiliation with a teaching institution as an attractive complement to their credentials. Most have previous college level teaching experience. A growing minority among this group are persons whose primary job is the principal of their own company. Usually their companies are consulting firms or other service businesses.

Clearly, for PMBI there are advantages in being able to access such a faculty pool. PMBI could not attract or afford to retain the level of expertise which are represented by the faculty. For example, the majority of MIS instructors are MIS Managers in high technology companies. They have a state of the art knowledge which commands a full time salary beyond the means of most colleges.

PMBI faculty experience a wide range of utilization. Faculty are usually considered "active" if they teach a minimum of 6 contact hours per year. However, depending on ability and availability, some faculty may be employed as much as 50 contact hours per year. Although this latter figure may appear high, it is primarily reflective of the fact that the program does not revolve around a semester system.

Compensation is on a per meeting basis. All faculty regardless of length of association receive the same rate of compensation.

Faculty are recruited through advertisements in newspapers, professional journals, university placement offices, and through faculty contacts. Initial screening of credentials is done by two persons independently. Selected persons are invited to a faculty selection evening. These evenings, which typically involve twelve candidates, are staffed by four persons at least one of whom is a faculty member. During the evening the candidates participate in three activities. They are individually interviewed. They critique student proposals for research projects. Finally, the candidates (in groups of six) participate in leaderless discussions of types of student problems which may be encountered in the classroom.

The latter two activities simulate roles which PMBI faculty play. The content of these activities also give the evaluators insight into the knowledge base of the candidates. Each of the three activities is scored by a separate person; so each candidate is reviewed by three people. At the end of the evening each candidate is discussed, and the scores tallied. Then a recommendation is made to appoint or not appoint the candidate as a per course instructor.

Newly appointed instructors are required to attend an orientation. This orientation covers the areas of faculty roles, assignments, academic policies, grading, program assumptions, student profile, and teaching adults. Faculty members are given a "Faculty Handbook," catalogue, program publications, articles about Adult Learners, and all necessary forms. During this orientation, the faculty are also walked through a sample course, and given a review of the mechanics of administering the program. During the year general facuty meetings and training and development sessions are held. Faculty members are required to attend four of these meetings per year. General faculty meetings usually give up-dates on program development and academic policies. The rest of the evening is spent on issues of particular interest to all faculty. Recent issues which have been addressed are: The Use of Study Groups, Grading, and Accreditation.

Training sessions are more focused and are directed toward particular faculty needs. For example, a workshop on "The Adult Learner" is being developed which will be geared toward faculty who are practioners and need to further improve instructional skills. Topics of past and planned sessions include: The Adult Learner, The REsearch Advisement Process, Program Assumptions about Learning, and Research and Publication.

Faculty are usually assigned to one of three general areas: Management Generalist, Researchers, or Content Specialist. Assignments are made to appropriate courses and an attempt is made to match faculty and class. This, in large part, is due to the nature of PMBI students. Since the students stay together for the length of the core curriculum, the groups tend to develop a personality of their own. The core curriculum consists of eleven courses. Two of these modules are taught by a research advisor. In teaching all eleven courses, no less than three faculty are assigned and no faculty member teaches more than three modules. This ensures a diversity of perspective in delivery of the course material.

Per course faculty becomes core faculty by teaching nine credit hours in the last time from equivalent to a semester, receiving favorable evaluations, attending faculty meetings and training sessions, and being involved with other areas of program input such as curriculum review, committees, faculty screening or training.

Certainly, the areas of potential concern are related to the availability and time commitment of faculty which could result in little faculty input in program development and maintenance. However, mechanisms for faculty input have been implemented. For instance, to encourage involvement in extra-class activities, compensation is on a per meeting basis. Faculty are compensated on a pay for service schedule for participation in all non teaching activities including faculty meetings, training sessions and committee participation.

The Curriculum Committee is comprised of faculty members who represent the breadth of the faculty. The Curriculum Committee addresses issues such as curriculum review, quality standards, and program research. The committee has been given a great deal of status in the program, and the members have been very active in curriculum issues.

Other faculty are also involved in curriculum evaluation. Under the direction of the Curriculum Committee, every Module is currently being evaluated. A faculty member who is experienced in teaching the courses coordinates the evaluative data on each module. Courses which need to be up-dated or revised will be rewritten by faculty members following a system which involves direct input from a minimum of five other faculty members.

Faculty members are also involved in other areas of program monitoring. Currently every class is being visited, and the majority of these visits are being done by faculty members. A group of faculty has also been involved in providing input on the self-study for regional accreditation.

faculty research and scholarly activity are encouraged by the program administration. PMBI provides faculty development. However, the majority of faculty research and shcholarly activity are sponsored by an individual faculty member's other institution. PMBI does demonstrate support for these activities through announcements and incorporation of these accomplishments in evaluations. Applied Research on the program is financially supported by the program, and some faculty have received travel funds to support scholarly activities.

Faculty are involved in the monitoring of academic standards. They do this through the review of products which students produce. Faculty members review proposals, projects, and theses developed by students under the guidance of another faculty member. In the future, faculty will grade full sets of assignments which students produce as a check of reliability in grading.

The result of the model has been that an effective faculty has been recruited, trained and involved in the program. While the faculty appear to be adjunct by a traditional definition, they play the traditional role of curriculum developers, evaluators and content experts. The status provided by these roles and the recognition provided by core status has increased faculty commitment and helped stabilize the faculty pool

In the future, the program will continue to find ways to involve faculty and reward successful faculty members. Among the items being discussed are a pay differential for core faculty members. There is also a need to develop a better articulation between faculty and administration. This could be accomplished by hiring more administrators who qualify as and practice teaching in the program. Conversly, more faculty members will be involved in administration of the program.

PMBI - Problem Areas

A major difficulty with a primarily adjunct faculty is the maintenance of a stable pool of instructors. For all of the faculty contracted by PMBI, the primary job commitment is to another institution or organization. This results in two typical constraints on availability. In the case of academic faculty, there may be night courses they offer at their own institutions. Practioners, on the other hand, are most often constrained by travel commitments.

For faculty who teach elsewhere, although this effects their availability, it is not a problem in the sense that they are often under contract in advance and can be scheduled by PMBI accordingly. Practitioners, on the other hand, are especially unavailable during the day, have rigid schedules, and often have travel demands outside of their PMBI commitment. This creates a more problematic situation. Although they may be away for only a week (or even a few days) of a module, this would effectively eliminate them from teaching that course. The short nature of a module, plus PMBI's expectations and standards militate against make-up classes or substitution of instructor.

Contractually, faculty are retained on a per course basis. This allows for flexibility in utilizing instructors. Also, by not being "locked in" to an extended commitment to instructors, PMBI is not burdened with long-term arrangements with ineffective faculty. However, the disadvantage is that instructors may not view PMBI with any more obligation than the immediate assignment. In extreme situations, faculty may fail to follow through. They may not turn in grades within an appropriate amount of time, or attempt (based on the excuse of primary job commitment) to be released from finishing a course.

Additionally, compensation is of variable importance. Financial remuneration is not a key determinant of faculty commitment. Although, PMBI's compensation is competitive for acadmic salaries, it does not match what many practitioners earn in their primary jobs. The result is that compensation may play a secondary role in commitment of faculty. Certainly, individuals who teach in alternative programs approach the profeffion with a variety of motiviations: love of imparting knowledge; holding a captive audience; supplementing income. However, a noteworthy observation of PMBI faculty is that compensation is not significantly correlated with commitment to teaching excellence.

Compensation is on a per credit hour basis. As noted, faculty are contracted for service as instructors over a specified period of time. Although this is not significantly different from other academic contractual arrangements, the brief nature of the contractual agreement for an accelerated program may emphasize the tenuous nature of the faculty member's sense of commitment. Concomitantly, because of the inherent "here and now" view of running an alternative educaiton program there may not be a clear sense of how one compensates faculty who do develop a relationship beyond a few courses. Differential compensation is usually a built in aspect of traditional educational systems (often tied to rank).

The Lesley Programs in Management has taken a position of compensating faculty on a per hour basis regardless of longevity ro difficulty of course. Although there is little subtantive data to support any contention to the contrary, it is felt that this system contributes to the difficulty in retaining faculty who are good but minimally committed.

Finally, there is the issue of how adjunct faculty in a program such as PMBI's fit into the traditional academic hierarchy. Although they may perform in ways similar to academics in more traditional settings, they are clearly outside the mainstream of institutional academics. The result is that it is difficult to apply traditional criteria in evaluating faculty and assigning status. Essentially, an entirely different status structure must be considered when viewing the faculty member of an alternative education program. The lack of an academic calander with a semester, the absence of an "academic appointment" in the traditional sense, requires a new definition of "full time equivalent." Further, when faculty are being drawn from outside usual academic confines, they lack the institutional affiliations to be classified according to academic rankings which delimit senior from junior faculty.

Solution

In addressing these issues, PMBI is focusing its energies on two complementary areas: (1) redefinition of faculty status; and (2) institutional recognition. At the heart of this approach is the model described above. PMBI places faculty in two functional areas: (1) core; and (2) per course. As noted, core faculty are those who typically teach in a broad range of areas; for instance, general management and certain content areas. In addition, they would be involved in such activities as student advising and committee work where appropriate. They tend to average 18-24 contact hours per year. Per course faculty, on the other hand, are often used on a less frequent basis; on the average of 6-9 contact hours per year. They tend to be specialist, such as practioners in Management Information Systems. Their limited utilization is typically by choice, a result of primary occupational commitment. In both cases, longevity of association

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is not an essential criteria. However, it is clear that as faculty become more experienced with the program, their seniority and expanded involvement tend to cause them to be more frequently relied upon. This, then, often leads to recognition as "core" faculty.

By developing standards for qualification, PMBI is attempting to initiate a two-tier ranking. This, in turn, leads to : (1) differentiation of senior from junior faculty; and (2) criteria for implementation of institutional recognition.

Differentiation is an important step in the recognition of status. This is beneficial in that it provides the extrinisic reward of recognized contribution to the institution. At the same time, it serves as an intrinsic reward for the individual in clarifying his or her status and position within the organizational hierarchy.

From an administrative perspective, differentiation is important in that it facilitates the implementation of two substantive means of faculty recognition: (1) title; and (2) compensation. In differentiating faculty, PMBI is replacing the generalized concept of a "pool of instructors" with the more defined concept of a "faculty" who are positioned in the organization according to seniority, ability, and contribution to the program. Secondly, it allows for a more concrete step in building a stable faculty base: compensation.

In developing criteria for seniority, PMBI sees the next logical step as the institutionalization of a pay scale. The current level of compensation of PMBI faculty is comparable to (or better than that) offered by other educational institutions in the area. However, it is at a "flat rate" for all faculty. This, in effect, does little to reward individuals who demonstrate excellence. Additionally, it does not provide any incentive for faculty to develop experience and skills given that their monetary reward is the same whether one is new to the program or a veteran.

The current model under consideration at PMBI involves two criteria: (1) faculty should qualify for the status of "core" and (2) they must have taught at least 45 contact hours. If these are met, the faculty member will be compensated at a rate of 20% higher. Although, as noted, compensation is of variable importance, it has a monentary incentive for those faculty who are motivated by the need to supplment income. For others, it serves as a symbolic "bench-mark." In both cases it serves to reinforce their status as "senior" faculty.

The differentiation of faculty through title and compensation should lead to two outcomes. One is the development of more predictable and stable contractural arrangements. Assuming faculty are rewarded for the level of their involvement in the program it is expected that they would have a substantive incentive to meet PMBI's instructional goal. The natural corollary is that quality and commitment in the faculty will be encouraged.

These, of course, tend to be immediate administrative concerns. In conclusion, however, the clarification of the role of faculty in an alternative education program has a potentially greater benefit. PMBI believes that the strength of its program is in the quality of its faculty. Clearly, this correlates with its ability to meet the needs of students in the program. The extent to which the quality of the instructional component can be clarified and articulated is privotal in appealing to applicants and meeting program objectives.

COMMUNITY BASED EDUCATION: OLDER ADULTS AND THE ARTS

Geraldine A. Corbin and Deborah A. Steele

Abstract

This paper describes how older adults can participate in experiential learning in non-traditional settings. Due to lessened mobility and lack of familiarity with the campus setting, elders often find it more convenient to attend classes at accessible locations in their communities. Off-campus programs can also lead to increased community support of the sponsoring institution's traditional curricula. Courses in the arts may best satisfy assessed needs of senior students, particularly in the initiatory phase. The second part of the paper, therefore, focuses on a performing arts project. Older adults and/or staff can be trained in creative dramatic techniques which they can use to establish their own groups.

INTRODUCTION

Many colleges and universities now view recruitment of older adult students as one of the solutions to the problem of declining enrollment. Yet, as a group, older adults may find traditional academia somewhat threatening. Community based programming in continuing education may be a way of bridging the gap. The most important barriers to taking courses for senior students seem to be disinterest in courses being offered, feeling too old to learn, and feeling out of place in the classroom (Graney and Hays, 1976). Also, needs assessment and preference surveys suggest that older people are most interested in studies related to religion, problems of aging, physical fitness, leisure activities, the arts, public affairs, and practical problems (Hendrickson, 1973). All this points to the necessity for non-traditional programs and course offerings for seniors in accessible locations.

In a statewide survey of Virginia's 73 colleges and universities, one of the most important factors in successful programming for older adults proved to be community awareness and support (Romaniuk, 1983). Courses in the arts, for instance, which are offered in a community setting can help build support among elders for other courses that may later be instituted on campus.

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[1] Geraldine A. Corbin is a Program Development Specialist and Certified Community Gerontologist in the College of Public and Urban Affairs, Georgia State University, Atlanta, Georgia

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Deborah A. Steele is a Creative Arts Consultant in Community Gerontology and graduate student in Adult Education Program Management, Georgia State University, Atlanta, Georgia.

Higher Education and Older Adults

Before the late 60s and early 70s colleges and universities depended almost entirely on students in their late teens and twenties for their enrollment. Higher Education was viewed as a preparation for one's future career and as a foundation for a more secure family life. Curricula were designed to meet the needs of emerging professionals. Up until fifteen or twenty years ago this orientation served America's institutions of higher learning well. In the 70s, however, the student population began to change. Middle-aged and older adults began to find the return to campus an attractive opportunity for personal enrichment and career enhancement. At the same time younger students found more practical alternatives for career development outside the university. A declining economy also served to hasten changes in student profiles. Traditional academia, however, is still playing "catch up" with a revolution that should be central to its mission.

In their efforts to be informed about the needs of older students, universities often conduct needs assessments based on an academic developmental psychology perspective (Graney and Hays, 1976). They would be better served by a continuing education method of needs assessment which gives more weight to the preferences of the client. Elders have different objectives in their pursuit of higher education than do their younger counterparts. Persons over 60 are generally social-culturally and improvement-learning oriented toward education rather than career oriented as are younger students (Daniel, Templin, and Shearon, 1977). Taking this into account institutions of higher learning will have to adapt traditional course offerings to meet changing demands. Continuing education and off-campus programming can provide the flexibility to begin explorations in creative and innovative education that specifically addresses the needs of older students.

The age group 60 years and older is the fastest growing segment of the American population. Our colleges and universities must take this into account when plotting their future. Elders can greatly enrich the learning environment of campuses. They are, after all, the surest examples of the process of life-long learning. They are also preservers and storers of culture who can share and impart knowledge in a way no textbook can. First, however, higher education has to gain the interest and support of this age group. An understanding of their educational readiness and needs is a good place to begin.

Androgogy VS. Pedagogy

Educational planners must be aware of the differences between pedagogy and andragogy. Learning for children (pedagogy) is different from learning for adults (andragogy). Colleges and universities should be well versed in the principles of andragogy and employ them in the teaching of older adults (Meyer, 1977). Educators must also remember that the older adult population is not homogeneous when it comes to previous training and preparation for higher education. There appear to be four categories of learners among older adults (Drotter, 1981). First, one-fifth of all persons over 65 are functional illiterates (Eklund, 1969). This group could use basic courses that for younger students might be termed remedial. Then there are those who use reading primarily as a means of acquiring consumer information. A third group of elderly educational consumers are interested in classes as a means of staying active and having social interaction. Finally, there is a small and select group of older persons who take college courses. They may use benefits now available in most states for free tuition. The majority of this group are retired teachers. Faced with this diversity of backgrounds and interest, where best should an institution start in planning meaningful programs for the elderly?

Art is universal and the performing arts can be shared by the illiterate as well as the literate. The best mode available in this regard is creative drama. Educational drama is for everyone, from young children to the very old; it may be used in pedogogy as well as andragogy. Another plus is that it is also transferable and may be used on campus or in a community setting. And, it is cheap, causing no undue concern about strained program budgets (Landy, 1980).

AGING AND CREATIVE DRAMATICS

The period of old age or late adulthood represents a series of events that are different from the previous developmental stages. The individual is faced with changes that have important psychological implications affecting behavior and cognitive functioning (especially if feelings accompanying these changes are suppressed). It is common to review one's life, asking oneself "was my life worthwhile?" and "did I accomplish all that I wanted to?" These types of questions, in reality, are preparing the individual to deal with and accept his own finality. Several losses may be experienced by the elderly person: death of close friends and possibly of the spouse, loss of income and the work role (if retirement occurs), and increasing risk of developing a physical problem or illness, as the body ages. Drama and the arts help people to "play out" these feelings by acting as a vehicle for expressing fears and emotions in an accepting, non-threatening environment. It is an excellent therapeutic technique, and can help the elderly to live happier, healthier lives.

The major purposes of drama, and the arts, then, are: 1) to enhance individual development through the use of ideas, attitudes, feelings and memories; 2) to learn the art of self-expression by communicating thoughts and emotions through voice, posture and facial expression; 3) to improve the ability to listen to others and empathize with them; 4) to learn problem-solving techniques through conflict resolution and group cooperation; and 5) to expose social attitudes and work with ideas in personal and meaningful ways. Also, drama can help people to learn to deliver criticism so that it will effect change and not build resentment. The experience of performing teaches the "actors" more about themselves, especially when peer reactions are observed, and they become more spontaneous and creative. It is almost as if the participants are on a "vacation from daily life."

Several physiological changes occur in the brain with aging. The right hemisphere or right side of the brain, where creativity is housed, will be affected as age increases. The use of improvisations stimulates creativity and perhaps can slow down or prevent this loss of function. Improvisation also reduces anxiety about line memorization (since the ability to remember new information decreases with age). The use of storytelling and reminiscing will also help keep happy memories alive in the minds of the participants, especially since long-term memory is not affected by the aging process. Body movement and pantomime help maintain flexibility and motor coordination, and breathing and projection exercises aid with decreased lung capacity.

Enhancing Self-Esteem and Life Satisfaction

The use of drama with the elderly is a relatively new concept, that has just begun to receive the attention of gerontologists and theatre professionals. Recently, a project was conducted by two researchers at the Gerontology Department of Virginia Commonwealth University, which attempted to study the use of creative dramatics and theater activities at seven senior centers. The participants were given a pre-test and post-test, which measured life satisfaction skills, depression states, self-perception and age-perception; the group exhibited great increases in these areas after being involved in the drama, and stated that they felt more "needed" than before. One of the researchers is working with senior centers on a continuing basis as a result of these findings teaching creative dramatics to older adults and children. The findings of these researchers support the theories of aging linking activity and interaction to self-esteem, and again prove that the benefits of drama cannot be underestimated (Clark and Osgood, 1984).

CONCLUSION

Colleges and universities would do well to attract more older adults to traditional on-campus courses. First, however, several barriers to traditional modes of learning need to be overcome by the elderly. Community based education can be a convenient tool for this purpose. Classes in the arts, and particularly the performing arts, can best address the expressed educational needs of older adult learners. Creative drama is universal, easy in its application, and economical. It has proved successful in several American cities. Involvement in creative drama provides older adults with the opportunity to express themselves, fill important roles, and to act as advocates for their age group.

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BEYOND ACADEMIC CREDIT
THE CREDITING OF PRIOR LEARNING

James H. Craiglow

Abstract

The paper explores some fundamental issues related to an aberrant concept - the development and exercise of the prior learning assessment option for credit at the graduate level, specifically in professional education programming. It directly links current thinking and research on adult development and the adult learner (Cross, Loevinger, Levinson, Mezirow, Sheehy, et al.) to the concept of prior learning assessment. Additionally, this presentation considers the relationship of prior learning assessment to student typologies, personal growth strategies, leadership potential, and the future course of higher education.

> Others' follies teach us not,
> Nor much their wisdom teaches;
> And most, of sterling worth, is what
> Our own experience preaches.
> -- Alfred Lord Tennyson (1842)

INTRODUCTION

It probably is not premature to assert that the concept of prior learning assessment for purposes of awarding academic credit is here to stay. Embraced by an increasing number of higher education institutions and having generally earned legitimation from a number of critical sources, this educational fledgling continues to move along a path toward full maturation.

Because it is a relative newcomer, prior learning assessment has not yet developed an identifiable "life cycle" of its own which can be comprehensively illustrated and evaluated through research. Applying, however, an industrial perspective, suffice to say that the basic product to date has been laboratory tested, though a series of refinements related to assessment methodologies, criteria for competency determination, and cost-effectiveness has resulted in a proliferation of models.

With the population of adult learners continuing to expand as a result of some dramatic demographic, technological, and social changes, attention understandably has now begun to focus more on the identification of marketing goals and strategies for this new, and often misunderstood, product -. credit for prior learning (Heeger, 1983). Over the course of the next decade we can expect higher education institutions currently credentializing prior learning experiences to persist in the honing of assessment policies and procedures, and the suspicion is strong that many will engage in more aggressive marketing of the concept as a means to recruit the adult learner. Basic survival will be a primary motivator for many of those institutions.

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1 James H. Craiglow is the Associate Dean of the Antioch/New England Graduate School, Keene, New Hampshire.

Graduate Credit for Prior Learning: A Rationale

Not unexpectedly, the greatest single application of prior learning assessment for credit has come at the undergraduate level, for possession of the Baccalaureate degree is still viewed, albeit a fading perception, as an educational keystone and the sine qua non for professional employment. At the Master's level, however, the concept of prior or "non-sponsored" (Keeton and Tate, 1978) learning assessment generally has merited less attention and is often barely visible in many of the institutions that openly support the concept (Innovative Graduate Programs Directory, 1982). One can surmise that a lack of attention to market issues, a rigid adherence to and guarded protection of sets of professional standards, and shear vulnerability are probable factors contributing to this observation. The higher education community has heard accusations of paternalism and/or maternalism before, but there may be a covert [illegible] to hold on to its Master's-level students for as long as pos[illegible] speculation is advanced despite an apparent swell of prog[illegible] highly compressed time and credit frameworks in whic[illegible] degree can be earned.

Whether m[illegible] changing career patterns, job obsolescence, congested caree[illegible] higher aspirations, selection of a first profession, a major life transition, or change in family life, adult learners have been and are making decisions to return to formal educational settings. Increasing numbers of these adult learners are electing to return for Master's-level training. From strictly motivational perspectives, there is no major distinction to be made between those adult learners returning for a Baccalaureate or a Master's-level education. The similarities extend further, encompassing perceived barriers to learning and preferences for learning methodologies. Weekend programming, evening classes, special tuition payment plans, innovative program designs, and other like responses designed to minimize participation obstacles underscore the attention paid to recruitment and program delivery strategies that strongly consider certain needs peculiar to adult learners.

Given the reality of an adult learner population enrolling in programs of professional preparation at the Master's level, and an expectation that the market will not diminish (Frankel, 1978), it does not seem unreasonable to examine seriously the question of whether or not to increase institutional attention to the expanded use of prior learning assessment at that level. In order to sharpen the focus of that inquiry, it is necessary to frame questions that consider, among other things, whether prior learning assessment for credit at the Master's level better serves the adult learner in the role of graduate student, enhances the overall level of professional training offered, and fosters in any significant way a greater capacity for the assumption of leadership roles.

Some leading educational philosophers and theorists, including Freire (1970), have argued strongly that understanding and making connections about personal experiences is fundamental to building a base for further learning. Mezirow (1978) has argued that there are experiences where new learning transforms existing knowledge. This non-additive learning is called perspective transformation, a concept which strongly supports the awareness and understanding of past experiences. Though persuasive from a developmental perspective, those positions are not strong enough to stand alone or to justify an affirmative response to the primary question. To augment, a survey of the research on adult development, life cycles, ego development, and adult learners in particular provides a basis for deepened analysis and eventually helps to suggest some defensible answers.

Of major interest and relevance is the fact that two prominent concerns - the fear of being too old to begin and a lack of confidence in one's ability - have been perceived by adult learners as dispositional barriers to learning (Cross, 1981, adapted from the Commission on Non-Traditional Study - Carp, Peterson, and Roelfs, 1974). While other barriers identified by Cross (1981) as situational (cost, lack of time, home and job responsibilities, etc.) and/or institutional (not wanting to go to school full time, amount of time required to complete a program, non-accommodating course schedules, etc.) are cited more frequently in most surveys on inhibiting influences; Cross (1981, pp. 106-107) contends that available survey data probably underestimate the true importance of the dispositional barriers. It is not difficult to imagine respondents pointing to time and cost factors, rather than acknowledge publicly honest fears about age, interest, and competence. There is sufficient empirical evidence to indicate the higher education community's responsiveness to situational and institutional barriers; some of the more obvious are mentioned above. But what of institutional response to the dispositional barriers? For certain adult learners engaged in a decision-making process around pursuing graduate professional education, the psychological struggles around self-concept and self-esteem are indeed very real.

Those who ultimately choose to matriculate in a graduate degree program likely have conquered at least a portion of their fear and apprehension. However, it is a safe bet to assume that doubts around one's ability to perform and succeed linger. Any inclination to doubt the wisdom of that assumption can be countered through a random survey of Master's level adult learners on registration day.

While strongly supporting the complete availability of the option, no attempt is being made to advocate that all or even a large percentage of adult learners entering professional programs at the Master's level be coerced or even encouraged to seek academic credits through an assessment of prior learning. Rather it is suggested that for the adult learner enmeshed in a major life cycle transition, which has a quest for stability or the goal of becoming one's own person (or both) at its core, engagement with a prior learning assessment exercise may provide a powerful dimension to that student's total learning experience. The adult learner whose ego development (Loevinger, 1976) could be legimately categorized as being in the "conscientious" stage surprisingly could discover that the preparation of a prior learning portfolio produces a catalytic effect, accelerating movement toward a higher stage level, "individualistic" or "autonomous."

Though the theorists and researchers would agree that ego stage development is not necessarily related to the chronology of life cycle development, there are correlations and linkages that can be made. A matrix which considers the above typologies of adult learners helps to create a profile of the student for whom the prior learning assessment option takes on added significance. Typically, the student is assessing and reassessing goals; is contemplating or has recently experienced a major change in family life; and/or is struggling with issues related to dependence, self-criticism, and self-worth. The student falls generally into the 33-45 age bracket, and frequently is female.

A target audience has been identified, but yet to be made here is a case for why. Beyond the citing of a shared perspective on the integrative value of closely examined and understood learning experiences and an implicit notion that the prior learning assessment option might assist a student in surmounting dispositional barriers, what is there to encourage pursuit of the option?

Serious reflection on one's personal, professional and volunteer experiences; the identification of relevant skills and competencies; and a subsequent approval (i.e., award of credit) based on adequate demonstration of skills and competencies is an illuminating exercise in self-validation and an antidote to the fear of success. Because it is a less threatening form of academic activity than, for example, participation in a formal course, a prior learning assessment exercise fosters concentrated engagement and promotes appropriate and valuable risk-taking. Other frequently observed by-products include a sharpened sense of personal and professional purpose; increased goal clarification; an enlarged view of what were thought to be "narrow" skills; a heightened awareness of personal learning style and preferences; identification of conceptual "holes"; and more selective approaches to individual graduate program planning. If some or all of these outcomes are direct consequences of a student's successful engagement with the prior learning assessment process, it can be postulated that the student, faculty, and the student's peer group all reap major benefits.

While most professional graduate programs portend to accomplish at least a similar set of psychosocial ends within the parameters of the institution's offerings and services, there are no guarantees. All classroom instruction runs the risk of easily becoming a stale academic experience, one which rarely or never speaks to or capitalizes on the rich life experiences that individuals bring to the learning environment. Too often, theoretical labels, fashionable jargon, and academic abstractions characterize the adult learner's view of graduate-level programming. The majority of adult learners will adjust to and survive, perhaps quite well, under even the worst of academic conditions because they know what they need and will find a means to get it. However, for that previously targeted group of adult learners, prone to intimidation and whose coping and survival skills are less polished, the prior learning assessment option becomes a vital educational safeguard.

If there is a measure of validity to John W. Gardner's (1965) assessment that young learners in the decade of the 1960's clearly demonstrated, through their detachment, a marked preference for an anti-leadership stance and if there is acceptance of a philosophical position that sociopolitical leadership roles are to be avoided because the exercise of power elicits negative views, the potential value of the prior learning assessment option becomes enhanced. In particular, the significance is magnified if there is a measure of truth to the notion that understanding one's own development and life cycle is a prerequisite for leadership. Gardner's young learner has "matured" into today's adult learner, an evolution that suggests the presence of an acute leadership void now and in the immediate future.

Directions for Response

Certainly higher education has an ongoing charge/challenge to respond - through programmatic and curricular design, through a wide range of pedagogical and andragogical (Knowles, 1970) strategies, and through procedures and techniques which encourage a dimension of psychological education for adult learners that promotes a changing self-concept and develops a strengthened view of self. It has been my experience that the prior learning assessment option clearly speaks to the latter challenge, and is one appropriate mechanism to employ. There is no contention here that students who successfully navigate the prior learning assessment process will emerge noticeably stronger and more self-confident individuals, ready to accept leadership roles. Some, however, will. Prior learning assessment is one multi-purpose tool educators have at their disposal. From my perspective, it is a tool that is underused and, by implication, is undervalued at the graduate level, for its real and potential benefits extend far beyond the bottom line award of academic credit. It is hoped that we will begin to see more quantitative research that addresses the changes which the process has wrought in students.

Concluding that institutional attention toward the use of prior learning assessment at the Master's level should be expanded only identifies a direction. Processes, procedures, and skilled advisement which force students to probe deeply into life experiences as a means of identifying skills and competencies and which demand a thorough and creative learning demonstration, accompanied by a reflective self-evaluation, is essential. Students must understand that for the exercise to have personal value and academic legitimacy a significant amount of work likely will be required. Superficial and perfunctory exercises add little to a student's self-understanding and only reinforce "diploma mill" images. Higher education must resist the temptation to convey the notion that prior learning assessment is an easy way to earn credit.

A Master's level program and degree requirements must be flexible enough to permit students to exercise the option, especially if it appears the student's best interests may be served. Institutions occasionally require gentle reminders that a healthy balance between student and programmatic interests needs to be maintained, and that there are instances where student interests are clearly paramount. This is especially true where adult learners predominate. And finally, there must be more than tacit support within the institution for the concept and its potential worth. Since this paper has taken an "expansionist" stance, those in the best positions (admissions officers, advisors, and faculty) to identify the student typologies described above would be primarily responsible for providing selective encouragement, shortly after matriculation. Absent one or more of these ingredients, an expanded use of the prior learning assessment option ought not be considered.

No discussion centered on promulgating the expanded use of prior learning assessments at the Master's level would be complete without mention of some important market considerations. The pool of adult learners for whom Master's-level training becomes a possibility or a necessity will continue to expand. Additionally, most experts predict an accelerated increase in job obsolescence, a phenomenon which often requires dramatic career shifts if individuals are to remain competitive in the employment marketplace.

If private higher education is to survive at the Master's level and successfully compete for the adult learner market, it is imperative that spiraling tuitions somehow be checked. Greater utilization of the prior assessment option can provide a reasonable alternative to dramatic enlargements in class size, reductions in credit hours necessary for receipt of the Master's degree, pared-down course offerings, and other similar cost containment measures. The prior learning assessment option can be particularly cost effective at the Master's level, as opposed to the undergraduate level, for two reasons: (a) in any one case potential for awarding more than a small number of credits (at a maximum 15% - 30% of the total credits required for the degree, for example) is quite small; and (b) the specific programmatic content tends to demand a much sharper focus for relevant life experience learning assessment. The quality of the education does not have to diminish in a system which encourages more of its Master's-level students to elect a prior learning assessment option, especially if students have access to sound advisement and consultation and if the exercise demands vigorous attention and work. On the bottom line, such a program ought to cost the student less money.

Marketing of the prior learning assessment concept to the adult learner at the Master's level needs to center on a clearly articulated rationale for the option - one that accentuates the academic and personal values, rather than the "short cut" interpretation that has great appeal for those who have not yet completed an undergraduate degree. Done well, the prior learning assessment process seldom reduces a student's workload in any significant way. Tuition benefits also play an important part in any strategy.

In considering a scenario that reflects positions and directions suggested in this presentation, it is entirely possible that resources would need to be redirected, and perhaps centralized, so that the discharge of an exemplary prior learning assessment process is fully supported and better ensured. A full-time "resident expert" on prior learning assessment becomes an attractive slot if there is sufficient need to warrant it. Institutions might consider taking steps to "create" that need. Beyond the likely need to train faculty and student advisors, individuals highly adroit in helping people identify skills and competencies acquired through prior learning experiences might prove extremely helpful to institutional recruitment strategies. For example, this help could come through institutional provision and sponsorship of an ongoing series of career development workshops and individual career counseling services (for a fee) that help adult learners cope more effectively with job obsolescence by identifying transferable skills, better manage life transitions, and make appropriate educational choices. Eventually, some of those adult learners just might choose to matriculate in one of the institution's Master's programs.

Prior learning assessment is indeed here to stay. There is now a growing imperative to consider more effective ways to employ it, to the advantage and enhancement of the student as well as the institution.

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RESPONDING TO THE CONCERNS OF FACULTY, STUDENTS, ADMINISTRATORS, AND THE COMMUNITY REGARDING NON-TRADITIONAL LEARNING OPTIONS IN THE LIBERAL ARTS COLLEGE: A UNIQUE INTERNSHIP PROGRAM MODEL.

Priscilla R. Danheiser
and
Marie Somers Davis

Abstract

An experiential learning system designed and implemented eight years ago at Wesleyan College successfully responds to the concerns typically expressed by liberal arts administrators and faculty. The structure of the Wesleyan model, the resulting quality control, the benefits to students, faculty and especially to the small liberal arts college and its smaller academic departments expose internship programs as substantive vehicles for supplementing and enriching the curriculum.

INTRODUCTION

Reports of the resistance to implement experiential learning programs in the liberal arts have appeared frequently in the non-traditional learning literature. For years liberal arts administrations and faculty countered acceptance of experiential learning via internships and co-ops as a less respectable element of the curriculum. This was odd since apprenticeship is perhaps the oldest and most traditional of educational institutions. Medical students culminate their theoretical training with internships and residencies. Education departments consistently require that their students receive practical experience culminating in student teaching. Law students practice in moot courts and vie for clerk's positions during the summers of their legal training (Smythe, 1979). Biologists and chemists would never be sent out into the world without intensive laboratory work. Why then has there been such hesitation on the part of liberal arts to the actual application of theories before graduation?

Perhaps the answer lies in the notion that experiential learning and vocational training have been inherently and implicitly linked - that vocational studies and the classical liberal arts tradition must remain distinct entities, ends of a bipolar continuum. Such a notion is fair neither to experiential learning nor to the liberal arts graduate. According to Kathryn Mohrman (1983) "Liberal arts students find themselves in a paradoxical position. The essential nature of liberal education encourages exploration, reflection, and breadth of study, yet if liberal arts students are to compete successfully for employment, they must become career conscious as early as possible." Practicum experiences and internship programs, cooperative programs, world travel, and other such "real world" encounters can and

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[1] Priscilla R. Danheiser is Assistant Academic Dean, Director of Internship Services and Associate Professor of Psychology at Wesleyan College, Macon, GA.

[2] Marie Somers Davis is Education Department Chairman and Associate Professor of Education at Wesleyan College.

should be blended into traditional liberal arts programs with the overall result being an enriched curriculum and, more importantly, an enriched graduate.

Fortunately, more recent efforts to link theory in the classroom with application in the field have resulted in a new, although at times still skeptical, interest in experiential, non-traditional learning systems in higher education. This new response has been in part a reaction to the demands of business and industry for entry-level employees who bring with them skills which can perhaps better be developed through structured first-hand experience than through vicarious simulations in the traditional classroom. Moreover, students have become increasingly concerned with choosing post-secondary educations which promise greater marketability upon graduation and which provide vehicles for pre-testing their own suitability for chosen professions. A third reason for the crumbling of those walls of division between classical liberal arts and experiential learning is due to the realization on the part of administrators and faculty that such programs can indeed augment traditional offerings. The efforts of organizations such as the Council for the Advancement of Experiential Learning (CAEL) have done much to promote the value of internships and similar programs as has the development of national and statewide internship systems such as the Federal Intern Program, U. S. Congressional internships, and Governor's Intern programs.

The reservations concerning experiential learning were accompanied by a concomitant concern with maintaining academic integrity while providing students with opportunities for non-traditional internship/practicum experience. After all, research suggests that a quality liberal arts course of study is perhaps the most substantial foundation an employee, professional, or graduate student can have. Why jeopardize the valued level of quality control colleges have upon their curriculum by implementing internship programs in which students are sent out into relatively "unstructured realms"?

The answer is precisely that well-structured internship programs can enrich liberal arts offerings insuring additional improved quality, and nowhere is this more apparant than in the smaller liberal arts college with its unique array of personnel, scheduling and budgetary problems and the accompanying limitations in curriculum.

Internships as a Response to the Problems of Smaller Academic Departments

The academic programs of the smaller liberal arts college can be diluted because departments may be limited to a small number of faculty members. Some departments may have only one full-time instructor with additional courses being taught by adjunct professors. While there are benefits to smaller departments such as more frequent faculty-student contact and greater emphasis upon teaching excellence, there exist serious disadvantages as well. This dilution of the potency of departments due to limited resources centers around the limited exposure of students to different points of view. Encounters between students and faculty in upper division classes are limited in depth since these classes are typically small. Important dynamic interaction is missing. Students are also affected negatively by limitations in physical facilities such as labs, audio-visual centers, and other equipment resources. Moreover, since many faculty are required to teach outside their specialty area, students are often even more limited by lack of enthusiasm and supplemental ideas and material available from faculty.

Another disadvantage from which both small and large liberal arts colleges often suffer include their dismissal by local businesses and industry due to the perception that no really practical training occurs. Enrollment management (retention and recruiting) may suffer as students look for professional training for specific jobs believing this is impossible to obtain within a liberal arts setting.

The Wesleyan Model: A Response to Academic Quality Concerns

A credit-bearing experiential learning program instituted eight years ago at Wesleyan College, a traditional undergraduate liberal arts women's college in Georgia, has successfully responded to these concerns as well as to concerns about the academic propriety associated with internship programs. The unique internship process at Wesleyan demonstrates that quality, structured experiential learning programs can supplement and complement the offerings of smaller departments within smaller liberal arts colleges.

Because of its position historically as the first college in the world chartered to grant degrees to women, Wesleyan has sought to maintain the highest academic standards while seeking innovation in order to equip women for leadership roles in many fields. The tenure of the internship program has corresponded with the increase in the number of opportunities for women. Imagine a program in which every student from every academic discipline would have an opportunity to intern in her area of interest. Internship content would range from shadowing physicians at local hospitals, to completing management training programs with local banks, to working directly with curriculum directors at local boards of education, to conducting chemical research in laboratories of a local kaolin operation, to working with congressional leaders, to leading group therapy sessions with psychologists, to processing audits for CPA firms. It is obvious that such internships would supplement resources available on the college campus while solving some of the problems, both perceived and real, associated with liberal arts programs in smaller colleges.

First, students are exposed to other points of view, views that may at times be a bit more pragmatic. Moreover, laboratory facilities for science majors may be supplemented by state-of-the-art equipment in a local hospital laboratory or chemistry research facility. Not only are students able to actively observe and practice what they have perhaps more passively absorbed in the classroom, they are simultaneously developing critical interpersonal knowledge and skills necessary for future job success and present personal success. Field supervisors serve as models for interns as well as instructors. Internships also allow students to note discrepancies between theoretical approaches and actual practice. Career exploration and awareness are obvious benefits. Finally interns bring these experiences back to the campus. In dorms and classrooms, other students benefit by learning new ideas and new dimensions to their career savvy.

It is important to note at this point that at Wesleyan all is accomplished minus the costs of hiring additional full-time or adjunct faculty and without hiring an additional staff person to direct the program. It is also critical to recognize at this point that many instructors strive to and are successful at making their students active learners by bringing simulation techniques and practical examples into the traditional classroom and thereby sharing their own "outside world" experiences with their students. What is being emphasized here is that internship programs can supplement even these excellent systems.

The Wesleyan Model: A Description of Structure

The Wesleyan model assures academic integrity through a solid framework for the program built around four principals: the student intern, a faculty sponsor, a field supervisor, and the Director of the campus-wide internship program. All four participants have well-defined responsibilities which assure the success of each individual internship.

Initially, students interested in securing a placement discuss this possibility with their academic adviser. If both agree that an internship would be a positive addition to the student's academic program, the student confers with the Internship Director concerning possible placements. Here the Director serves as an additional screener/quality controller interviewing the student concerning objectives, past experiences, courses, and previous academic success. Upon completing application forms on which students list their placement choices, students are given a manual on the Wesleyan program and asked to prepare a resume for distribution to potential field supervisors. The manual includes the responsibilities of student, faculty sponsor, and field supervisor as well as sample resumes, final papers, and evaluations. The student is next asked to secure a faculty sponsor in the appropriate department to direct the project by assigning additional readings and papers to parallel the field experience. The department chairman, faculty sponsor, student, and Internship Director sign a contract which specifies objectives and responsibilities for all parties involved.

Securing Internship Placements

One major roadblock to initiating and developing internship programs at colleges has been the difficulties associated with securing the cooperation of business, industry, and government. This is not a problem at Wesleyan where the Internship Director maintains an on-going list of internship placements. Much of the success of Wesleyan's placements is due to the close association with the local Rotary Club, an organization made up of successful businessmen representing all types of career facets in the community. The Rotarians have embraced the internship program as a major service project by opening their businesses to Wesleyan students. A Rotary coordinator makes the initial intern request call if placement is desired in an organization that has not yet participated in the program or if a company's participation has been sporadic. The Rotary coordinator also makes initial contacts with non-Rotarians for placements. The essential element in this relationship is that the college is handed an established core of placements.

Key Elements: Internship Director, Faculty Sponsor, Field Supervisor

Field supervisors prefer to have one primary contact person with whom to communicate across semesters and placements. The Director plays this role holding responsibility for monitoring progress of all internships, conducting orientation and final seminar sessions and implementing the evaluation process. In addition, the Director along with the student's faculty sponsor attends the initial interview of the field supervisor and student.

If a faculty member agrees to supervise a student's internship he/she is in fact agreeing to communicate periodically with the field supervisor, to maintain an open line of communication with the field supervisor, to meet regularly with the student, to assign complementary readings and papers, to review journals, and to assess student progress and satisfaction. Because this role has been slower to develop than other aspects of the program at Wesleyan, plans are being implemented to secure further faculty involvement in the program.

Field supervisors have been extremely flexible in working with the Wesleyan program. Placements vary, of course, in terms of structure with some organizations developing an assignment schedule and others preferring to keep their program more flexible and unstructured. Interns are not assigned office duties unless this is deemed necessary for an understanding of the entire organization. All objectives and assignments are agreed upon by each of the four principals, and the field supervisor is asked to participate formally in the evaluation process by completing a standardized instrument at the end of the semester.

Eligibility for Internships

Perhaps one of the most unique aspects of Wesleyan's program is the opportunity for lower division freshman/sophomore level students to participate. These lower level internships consist primarily of observation with students receiving less academic credit working fewer hours each week. Whereas many schools offer internships to advanced students as the culmination of their academic program, the Wesleyan model allows undecided or less committed student to explore various areas of interest to determine whether these are really disciplines they wish to pursue. A course base, although not as stringent as that for upper level students, is required for participation. Grade point average, previous experience, career objectives and faculty recommendations are all considered before a student is accepted into the program.

Students are not limited to internships in their academic majors. If they have supporting courses and meet other eligibility requirements they may intern across major lines. The result is that students often solidify their commitment to the chosen field or alter their objectives before substantial penalties are involved.

Scheduling Internships

The amount of academic credit a student receives depends on the number of hours per week a student spends at the internship site. Since Wesleyan internships are part-time with students enrolled in four additional classes simultaneously, time must be carefully scheduled. At Wesleyan, students intern four hours per week for an entire semester for each hour of academic credit they receive. Many summer internships are full-time with students spending up to forty hours per week for a maximum of nine semester hours of academic credit.

Performance Appraisal

The evaluation process employed by the program serves several functions. While a student is evaluated on a credit/no-credit basis, a standardized evaluation instrument has proven useful in helping the faculty sponsor decide whether student performance is worthy of academic credit. The instrument consists of both closed and open ended items, consists of objective, primarily behavioral criteria and is completed by the student's field supervisor. Student papers and journals aid in assessment as do mid-term appraisals and final telephone interviews between faculty and field supervisors.

The evaluation instrument serves an additional purpose. It is given to interns during an orientation session held at the beginning of the semester for all interns and as such serves to make students aware of responsibilities and objectives of all internship program participants.

Students complete an informal evaluation of their internships through the submission to the Internship Director of brief summary papers in which they point out problems as well as positive aspects of their experiences. These observations are also aired in a final seminar session.

Obtaining Support of Faculty and Administration

Resistance to the implementation of experiential learning programs has been nurtured by fear that academic integrity would suffer. This is clearly not the case with the Wesleyan model. Steps have been taken to carefully structure a program which insures academic quality and which effectively complements and supplements classical liberal arts education. Faculty are involved in the development and maintenance of the program, and every attempt has been made to include elements in the model design which correlate with traditional course requirements so that questions concerning awarding academic credit are answered.

Perhaps one of the best ways to convince faculty and administrators of the value of an internship program is to communicate the significant by-products of the process which include stronger ties and increased understandings between the college and business, industry and other community organizations, enriched classroom experiences as students more readily grasp the link between theory and application, graduates receiving a foothold in the world outside of school accompanied by job-related skills, bolstered career placement services through liaison relationships with business, aid to admissions departments concerned with marketing their college's unique opportunities, and much needed personnel aid to various community service agencies.

The structure, the resulting quality control, and the enormous benefits to students, faculty, and the college all encourage development of this type of experiential learning program. The model presented exposes internships as vehicles not only for continuing an excellent liberal arts tradition but for revitalizing and enriching the curriculum.

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FACULTY TRANSITIONS---FROM TRADITIONAL TO NONTRADITIONAL PROGRAMS

Dan A. Davis

Abstract

Steps in a process to recruit, develop, and nuture faculty members for participation in nontraditional programs are outlined in this presentation. The values for participation and barriers to involvement are presented as a preface.

The active ingredients of an academic program are learners and teachers with a dash of administrators or facilitators. In a truly active learning environment, learning, teaching, and facilitating often become entwined as at different times students, teachers and administrators exchange, share, and assume various roles. The development and expansion of nontraditional programs, particularly those for adult students, accents these relationships necessary for a good learning environment.

While attention could be focused on several aspects of this concept, the intent of these remarks is to address issues related to the faculty of nontraditional and interdisciplinary programs. It is the faculty who have the primary academic control over what should be, what could be, and what is included in the learning endeavor.

The starting assumption is that nontraditional programs are those which serve a nontraditional audience, generally adult students, or those programs which may have content and process variables which are quite different from more conventional college programs. These programs tend to be more interdisciplinary in nature and relate to the experience of the adult student, as well. There is ample evidence and testimony that the continuation and even expansion of these programs can be anticipated in the years ahead.

Several reasons have given impetus for the development of nontraditional programs by colleges and universities. Some programs have been established around a real concern about the needs of adult students and others who are not served in conventional settings. On the other hand, some institutions have not entered with a attitude of service to the students, but rather from a posture of survival: adult students are used to increase enrollments and fill classrooms in light of diminishing enrollments from the "regular" college age group. The criteria for establishing and operating nontraditional programs must be addressed by each institution in light of its academic purpose and its mission. A vital element in the criteria is the way in which faculty are selected, prepared, and used in the program.

The value expressed here is that a nontraditional program of high quality must have the involvement of faculty members who also are teaching in the more conventional academic programs of the institution. These remarks suppose that the nontraditional program is working with an elective faculty, that is, a faculty that comes from the ranks of a larger faculty body. Usually, these faculty serve on an

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Dan A. Davis is Associate Dean of the College of Liberal Studies at The University of Oklahoma, Norman, Oklahoma.

over-load or part-time appointment basis. It is the regular faculty members' more familiar and more readily accepted role in conventional teaching which gives academic credibility to the nontraditional program. At the same time, the professors' nontraditional experience contributes to the development of overall attitudes and experience which positively reflect on their performance in the more conventional setting.

Participation in a nontraditional program offers faculty members a broader diversity of teaching and learning activities than is usually found in the conventional academic setting. Much more flexibility in scheduling of classes and seminars is found in nontraditional programs. Professors must reexamine and adjust their teaching plans and assignment schedules. Adjustments in content are usually necessary due to several factors such as the higher motivation on the part of students, the broader experience base of the students, and the extent to which the professor's course must fit into the context and coherence of the nontraditional program plan. All these conditions serve to cause the professor to rethink his or her way of teaching and working with students.

A faculty member in our Bachelor of Liberal Studies degree program at the University of Oklahoma recently said to me, "After teaching my first BLS seminar with adult students, I realized how much I enjoyed their maturity, and I realized that I quickly came to expect mature responses from them. Later, when I returned to my regular classes, I began to expect more mature responses from my regular students, too. I was pleased to find that they responded to my expectations."

Another faculty member developing plans with his co-director for one of the Master of Liberal Studies seminars this summer remarked, "Working in this team-teaching arrangement within the interdisciplinary goals of the MLS program has certainly made me ask several questions about the way I will approach and present issues and ideas in the seminar. I've asked myself many questions that I haven't when I have had singular responsibility for teaching a regular course. Now, I think that several of these new questions would be appropriate in that situation, too."

Jack Lindquist observed that academic leaders are trained as scholars and researchers and also have experience as teachers and in governance. However, they often lack skills and knowledge needed to help themselves in regard to the improvement of their academic performance (Lindquist, 1978). Teaching and participating in other aspects of nontraditional programs can be one of the best means of providing faculty development opportunities within an institution. The faculty members who become involved in nontraditional programs find experience and motivation which effects and complements their professional behavior. It is fortunate, also, that some administrators in conventional academic settings have come to realize the positive faculty development opportunities which are possible through nontraditional program experience.

The transition of a faculty member from performance in conventional programs to performance in nontraditional programs follows a series of steps similar to any faculty development scheme. In recent years, several institutions offering nontraditional programs were interactive in a Consortium on Quality in Nontraditional Programs, a FIPSE project hosted at the University of Chicago. One of the sub-groups in the Consortium considered faculty development issues and in a written report for the sub-group, Ski Hilenski reflected that faculty members must be recognized themselves as adult learners (Hilenski, 1981). He alluded to a condition in which we have moved from a perspective that scholars are learners to a perspective that scholars have become specialists. Specialists are recognized for knowing, not for learning. One of the primary conditions for a faculty to move into a nontraditional environment, then, is for acceptance of an attitude that it is not a movement into a new teaching arena, but rather, into a new teaching-learning arena.

It might be important to take a moment and quickly identify some of the principle impediments to faculty participation in nontraditional programs. In this case, I am speaking of faculty who hold conventional faculty positions in a conventional setting: the kind of faculty that I say are essential for involvement in nontraditional programs. These factors do not necessarily apply to faculty who were specifically selected or who work only in nontraditional programs.

The first barrier can be the faculty member's prior training and experience which, as mentioned, is oriented toward scholarship in a particular discipline or field and toward teaching in a conventional collegiate setting. While there are continuing adjustments, our basic model and indeed, general expectation in higher education is that of the faculty member "professing" in a classroom before a group of students. This general role expectation is enforced through peer recognition and acceptance as each faculty member desires to be a great teacher and lecturer.

On larger college and university campuses, another factor affecting faculty members' activities is research expectation. In many cases, faculty have taken part in the decisions leading to emphasis on research. However, in other situations, there are administrative directions which may find their bases from external groups, financial needs, desire for prestige or other motives. Often, younger faculty members and those seeking promotions or advancement feel pressure to complete research almost to the exclusion of regular teaching responsibilities, much less working in nontraditional programs.

Skepticism toward nontraditional programs by faculty can be a reflection of administrative attitudes which do not give recognition and appreciation to the programs. The rewards for faculty participation are mixed to say the least and this is a point readily seen by faculty. Many administrators and faculty neither participating in nontraditional programs nor supportive of them nor possibly even knowledgeable about them have made it difficult to include the nontraditional program performance record of faculty members in the overall recognition scheme for tenure, promotions and other faculty rewards. These are questions of program credibility within the institution which the nontraditional program administration must address and cope with, and cope with again and again as other institution officials and administrators change from time to time.

Almost every institution has some form of faculty development plan, although it probably is safe to say that there is a wide variance in the extent to which the plans are implemented. Here are some steps which might be found in any faculty development scheme with particular reference to getting faculty involved in nontraditional programs.

The first step is building awareness of nontraditional programs and the students they serve. This is the initial challenge to program administrators and faculty already involved as they seek to overcome the barriers and conventional-program attitudes and experiences of the institution and of the faculty members. The need for the nontraditional program and the nature of the students it serves must be impressed upon potential faculty members.

After becoming sensitized to the nontraditional program, the faculty member must accept an orientation and socialization into the program. They must talk with students and faculty participating in the program and gain an understanding of program goals and procedures. As well, the faculty members must come to accept and see that they can be comfortable working in the nontraditional setting with nontraditional students. Each new faculty member will want to see to which particular part or parts of the program his or her participaton will contribute.

The next step calls for the faculty member to assess his or her personal skills and competencies and consider those adjustments which will bring effectiveness in the different dimensions of the nontraditional program. There are many questions which the faculty member may have. The experiences of other faculty should provide assistance and responses that would help. After making the assessment, the faculty member must make the decision to adjust to the change.

Those already involved in the program play an important role as the faculty members learn to participate in the program. This emphasizes the earlier statement that the faculty members indeed must have a learning posture. These learning activities can be pursued through group workshops, consultations, readings, and observations as the faculty members begin to understand the nature of the nontraditional program and the nature of the students. It is during this stage of development that the faculty member continues to reflect on his or her personal competence and experience and on the way in which it can be incorporated in the new teaching-learning experience.

Before moving to the latter steps in this faculty development process, a few words must be said about the responsibilities of the program administrator. Writing about the early days of special degree programs in the 1960's, Jesse Burkett said that the gestation period for faculty planning could not be subjected to administrative time tables, and likewise, that the incubation period for an idea cannot be determined. He continued to say that if a group of interested faculty become involved in a development to a point of commitment, a plan will eventually emerge (Burkett, 1965).

His point of administrative patience in respect to planning is appropriate in other areas of faculty involvement, as well. Leadership in the faculty development scheme, as in all academic dimensions of the program, must come from the program administrator working with faculty committee or advisory groups. Administrators need to be facilitators and supporters of faculty as much as leaders for them. To be succinct, the faculty will be more responsive to participative leadership than they will be to directive leadership. Time and patience are necessary investments for faculty involvement. But, there is a pay-off.

In a recent study, Zelda Gamson noted that the establishment of a core group of faculty is a vital early step in the development of nontraditional programs (Gamson, 1984). She further said that the core group must continue as original leaders step down. These core groups play an important role in all aspects of the program, not the least of which should be the developing of new faculty for the programs. At the University of Oklahoma, one of the major concerns of the faculty-elected, ten member Executive Committee of the College of Liberal Studies, is identifying prospective faculty for the College's programs. The faculty-designed criteria requires that the prospective faculty member have high competence in his or her field, have a peer-recognized attitude of openness and innovation, and have an experience record which indicates that he or she can work with adult students. New faculty members are teamed with experienced co-directors in BLS and MLS seminars, and orientation sessions are held with new independent study advisers with on-going consultation with other faculty in terms of reading assignment books, learning contract procedures, and other aspects of the professor's involvement with students.

The steps mentioned earlier are completed with the active involvement of the program administration and the faculty leadership as might be established in a core advisory or policy group. These steps should lead to the final steps in the development process which are vesting and advocacy.

The professor, through experience and participation, will come to realize that he or she is having a positive experience in the program and will become vested in the program. This vestment brings internal motivation and intrinsic reward which can go beyond institutional recognition and even monetary reward. It can bring satisfaction within new teaching-learning dimensions, and enrichment of one's own knowledge -- again, the teacher is a learner. For the faculty member who does not gain this extent of vestment, there still may be opportunity for involvement in the nontraditional program for specific tasks and purposes; these professors may be still be counted on as supporters if they come to recognize the value of the program although they elect not to participate in it. There also is the advantage that those faculty who are not productive or those who wish to discontinue their service to the program can readily make the transition to other academic roles.

The hoped-for final step in the development process is realized when faculty members reach a point of advocacy for the program. At this level of involvement, faculty members serve to recruit colleagues for the program and do the on-going internal communication and representation within their spheres of influence. Some will become active in other dimensions of the nontraditional programs such as program review, curriculum development, program governance, and other tasks or projects. Many faculty will become more interested in the larger scope of nontraditional programs, regionally and nationally. In these and other ways, the program-committed faculty will serve to support and encourage central administrative leadership.

As you review your faculty recruitment and development plan or consider the need for one, these steps -- awareness, orientation and socialization, assessment, learning to participate, vestment, and advocacy, will most likely be included, although you may apply different terms to them or subdivide them into other concerns and tasks. What becomes important is taking each step and breaking it down for further planning purposes: What are problems specific to your institution which arise with each step? What strategies can be employed to implement the step? What kind of support and assistance is needed from the faculty and core group? What kind of administrative leadership and support is needed? What are the timetables involved? What costs? How can you evaluate the progress you are making?

It is always exciting to welcome new faculty members and get them actively involved in a program, particularly if they get "turned on" as a result. When a faculty member completes part of the development process and decides not to participate, it is comforting to know that this professor is at least more familiar with the program's goals and purposes and perhaps has a greater understanding of the students it seeks to serve.

The Bachelor of Liberal Studies program at the University of Oklahoma was among the first nontraditional degree programs designed specifically for adults, and several hundred faculty have been involved in the BLS and now the Master of Liberal Studies for over twenty years. An observation that I made soon after joining the staff of the College still holds. That is, the greatest impact of the programs has been on the faculty who have been its independent study advisers, seminar directors and governance leaders. They are greatly visible among the general University leadership in scholarship, research, innovation, creativity, and peer influence. Participation in nontraditional programs has been a positive experience for each of them and has added dimension to their professionalism.

The recruitment, development and nuturing of faculty is one of the most important, if not the most important aspect of any academic program. This certainly holds true of nontraditional programs. It is a job constantly before those of us committed to nontraditional programs.

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MEETING CORPOATE NEEDS THROUGH AN INTENSIVE COMPUTER PROGRAMMING WORKSHOP

John H. Dickey

Abstract

This paper describes an Intensive Computer Programming Workshop for nontraditional students held at Furman University during the summer of 1982. This program may serve as a model for replication in other geographic areas where similar corporate needs exist.

INTRODUCTION

Corporate and Campus Cooperation: An Action Agenda released in April 1984 by the Business-Higher Education Forum expresses concern about the health of two long-standing American partners--higher education and business. "On the academic side, new ties sould be evaluated and sought out with individual companies in all areas that would enhance the totality of academic-business relationships." ("Concern Grows," 1984) During the 1981-82 school year Furman University responded to the needs of local corporations by designing an Intensive Computer Programming Workshop for nontraditional students. Eleven local corporations had experienced difficulty in recruiting adequate numbers of entry level computer programmers and in retaining those they were able to hire. In cooperation with those corporations, Furman developed an eight week intensive computer programming workshop designed for adults living in the Greenville, South Carolina, area who were unemployed, under-employed, or seeking a career change. This cooperative effort served to strengthen ties between Furman and the local business community.

ASSESSING CORPORATE NEEDS

The need for increasing the supply of entry level computer programmers in the Greenville area first was drawn to the attention of the Chairman of Furman's Computer Science Department by representatives of two local corporations which employed significant numbers of computer programmers. The corporations not only were having difficulty attracting qualified entry-level programmers, but also were experiencing difficulty retaining them once employed. Often after gaining one or two years experience, programmers would move to areas such as Texas and southern California where both salaries and long-range opportunities are greater. Local employers were discouraged by the high cost of recruiting and training programmers only to have them leave about the time they were becoming highly productive.

A second step in the assessment process was a meeting held at the local Chamber of Commerce. Representatives of all local companies with computer installations were invited to attend to express their ideas and concerns about the problem. Most of the thirty companies represented agreed that the local supply of entry level programmers was inadequate and that companies were likely to continue to find recruitment and retention of programmers expensive and difficult.

John H. Dickey is the Director of Continuing Education, Furman University, Greenville, South Carolina.

A third step in the assessment process was to determine how many employers were serious enough to provide support for a training program. The two local employers most interested in the idea of an intensive computer programming workshop committed financial resources and pledged to hire at least one person who successfully completed the program. These leaders then contacted the thirty corporations who attended the initial meeting at the Chamber of Commerce and secured commitments from eleven employers who provided approximately $5000 in "seed money" and pledged to each hire at least one person who successfully completed the program. Feeling that corporate commitment was strong, the Department of Computer Science in cooperation with the Division of Continuing Education moved ahead to develop the program.

PROGRAM/CURRICULUM DESIGN

Shortly after receiving commitments from the eleven employers, a meeting was held with representatives from each organization who shared their ideas and needs with Furman faculty members. Differences in equipment, computer languages, and functions were discussed. Utilizing this information, faculty members proposed a content outline for the Intensive Computer Programming Workshop which was informally shared with and approved by the employers. Topics included:

- -Editor Concepts
- -Concepts of Programming Languages
- -Structured Programming
- -Stepwise Refinement of Programs
- -Topdown Development of Programs
- -Structured Walk-throughs
- -Program Testing Strategies
- -All Major Features of COBOL
- -File Structures
- -Overview of Data Base Management Systems Concepts
- -Design of On-line Systems
- -Overview of Operating System Concepts
- -Overview of Job Control Concepts
- -Overview of Computer Hardware

Faculty determined that the workshop should be an intensive eight week immersion in computer programming held during the summer when facilities and faculty were available. Classes and scheduled labs would be held daily 8 a.m. - 5 p.m. with additional lab hours available during evenings and weekends. Participants would be expected to make a total commitment to the workshop during the eight week period. Throughout the planning process, faculty members stayed in touch with representatives of the sponsoring organizations.

MARKETING A NONTRADITIONAL PROGRAM

Designed to integrate theory and practive, the workshop was to serve adult career-changers with no previous exposure to computers; however, applicants were encouraged to have a college degree or significant progress toward one. Promoting the program presented some interesting challenges since there was no way to secure a mailing list of potential participants. The only alternative was to create a broad awareness in the community of the program through advertisements, news releases, and letters to the local business community. In addition, the promotional campaign needed to be compatible with the objectives and design of the program. Consequently, promotion was limited to the Greenville area since the program was designed to develop local talent who would be interested in remaining in the area. Publicity needed to convey the rigorous, intensive nature of the program and yet make it attractive enough to draw adequate response to allow program administrators to be selective when reviewing applications.

With the help of the advertising department of one of the sponsoring organizations, the Division of Continuing Education ran ads in the local newspapers. Advertising was supplemented by letters and brochures to local business and industry, publicity through the local Chamber of Commerce, and news releases.

Response was very gratifying. The day after the first newspaper advertisement, the Division of Continuing Education received in excess of 140 inquiries. Totally, over seven hundred inquiries were received including several from out-of-state. Due to the volume of response, the scheduled advertising program was reduced. One hundred and eighty-two individuals completed the application process which required them to submit an application form, a personal statement about why they wished to be admitted to the program, college transcripts, and a $25 application/testing fee.

SELECTION OF STUDENTS

Because there were 182 applicants for 30 positions, the selection process was thorough and time-consuming. Three separate screening procedures were utilized: (1) testing, (2) interviews, (3) a final review of all application materials by the faculty. In the first procedure, applicants took the Computer Programmer Aptitude Battery developed by Science Research Associates. Those who scored below the 50th percentile (about 40% of those taking the examination) were not considered further. The 60% who scored at or above the 50th percentile were interviewed by a team consisting of two representatives from business and industry and one faculty member. Each interview team rated the applicants on six criteria, developing a final rank order listing of the 9 or 10 applicants they interviewed. Finally, the applications of those individuals ranked in the upper half by the interview teams were reviewed by the faculty who considered test scores, interview results, college transcripts, personal statements of applicants, and other pertinent information.

IMPLEMENTATION

Implementing the program required much close coordination between the Department of Computer Science and the Division of Continuing Education in consultation with the sponsoring organizations. The Department of Computer Science and the sponsoring employers initiated the idea and consulted as the faculty developed the curriculum. The Division of Continuing Education, in consultation with the faculty and employers, was responsible for promotion of the program, application procedures, budget management, job placement, follow-up, and other administrative details.

PLACING PROGRAM GRADUATES

During the last two weeks of the workshop, on-campus job interviews were conducted by the sponsoring employers as well as others. Initially, the plan was to allow on-campus interviewing by sponsors only, but because of the recession which had triggered hiring freezes in three of the sponsoring organizations and slowed the hiring in other sponsoring organizations, the on-campus interviewing was opened to others. Vitae sheets for each candidate were prepared and distributed to interviewing employers. Over 80% of the workshop participants secured employemnt as a direct result of the placement program.

EVALUATING OUTCOMES

Twenty months after the conclusion of the workshop, a follow-up was conducted to seek both participant and employer evaluations. All participant respondents were employed in some facet of computer programming. Statistics listed below summarize the positive impact the workshop had on both the local supply of computer programmers and the careers of participants:

- -- 87% of participants have remained in the local area.
- -- 13% have moved as a result of spouse transfer.
- -- 69% are still with their initial employers.
- -- 74% have experienced job advancement either with their original employer or by changing employers.
- -- 82% received their jobs as a result of workshop placement efforts.
- -- 81% are very satisfied or completely satisfied with their current employment.
- -- 14% are somewhat satisfied with their current employment.
- -- One person is somewhat dissatisfied with current employment.
- -- All respondents indicate that they have found the field of computer programming more exciting/challenging than they expected or about as they expected.
- -- All but one respondent has found opportunities in the field to be as expected or greater than expected.
- -- 90% of the employers rate ICPW trained employees as very good or outstanding.
- -- 5% rate ICPW trained employees as very good.
- -- 5% rate ICPW trained employees as average.
- -- None rate ICPW trained employees as below average.
- -- 100% of the responding employers report that they would again hire individuals with similar training to that received in ICPW.
- -- 73% of the participants rated the academic aspects of the program as excellent.
- -- 27% of the participants rated academic aspects as good or very good.
- -- None found any aspects of the academic program to be inadequate.
- -- All would recommend a similar program to others.

The only dissatisfaction expressed by participants related to the extremely intense nature of the program and the fact that job interviews during the last two weeks of the program negatively affected the learning process.

CONCLUSION

Few participants came to the program with any exposure to computers. Most had educational backgrounds in the liberal arts and sciences (e.g. philosophy, political science, music, foreign language, etc.). Employers are reporting that these liberally educated individuals are making outstanding progress in their newly chosen careers. The program clearly demonstrates (1) that liberal arts graduates can successfully enter technical occupations when adequate attention is given to analyzing interests and aptitudes in view of job characteristics and requirements and (2) that education and business can find new ways of serving each others' needs, thereby strengthening their important and long-standing partnership.

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DOCTORAL STUDIES FOR PART-TIME STUDENTS IN LEADERSHIP POSITIONS: DEVELOPING GRADUATE NON-TRADITIONAL PROGRAMS

Jack A. Duncan
and
Charles P. Ruch

Abstract

The School of Education, Virginia Commonwealth University offers a part-time program of doctoral studies designed for students who hold leadership positions in a variety of businesses, institutions, and community agencies. This broadly based program of 61 minimum credit hours allows students to take course work in 10 different schools of the University and demonstrates the efficacy of interdisciplinary and intraprofessional doctoral training. Residency requirements are met by having each student register for a minimum of 12 credits each calendar year. All courses are offered at 4:00 p.m. or later. The Program, operating under the direction of a Policy Board composed of teaching faculty from five schools, requires all students to take course work in at least three different schools in the University. Currently admitted students from businesses, community agencies, public education, non-profit organizations, and higher education provide a strong peer component for interdisciplinary learning and research. This paper presents a brief overview of the planning, implementation, and development of this unique program of doctoral studies.

INTRODUCTION

The Ph.D. in Urban Services Program at Virginia Commonwealth University was an outgrowth of two experiences with doctoral level education through the School of Education. Commencing with the Fall 1977 term, the School of Education of VCU entered into an agreement with Virginia Polytechnic Institute and State University. This agreement allowed students in the Richmond area to take many of their VPI courses on the VCU campus. They were also able to take several specific VCU School of Education courses that could be applied toward this degree. These students were also required to complete a two quarter sequence of full time study on-campus at VPI in Blacksburg. A second group of students were admitted to this program, but unlike the first group, were not required to meet residency requirements by enrolling for any work on the Blacksburg campus.

The second experience was an effort by the VCU School of Education to gain approval from the State Council for Higher Education in Virginia (SCHEV) for a doctorate in education (Ed.D.) in Administration and Supervision and Human Resource Development. This proposal was not approved. Using this experience and the reasons SCHEV gave for not approving the request, a new, non-traditional program was developed which received SCHEV approval in April 1982.

Jack A. Duncan is Professor and Director of the Ph.D. in Urban Services Program, Virginia Commonwealth University, Richmond, Virginia
Charles P. Ruch is Professor and Dean of the School of Education, Virginia Commonwealth University, Richmond, Virginia

PROGRAM DEVELOPMENT STRATEGY

The Dean of the School of Education and several faculty and administrators of the School developed a set of strategies for the development of a doctoral program that would be acceptable to SCHEV and would meet the needs for advanced training for persons in leadership positions in the Richmond urban community. Also included in these strategies would be a management system that would allow the program to be housed in the School of Education.

Areas of Resistance and Strategies to Overcome the Resistance

There were five areas identified in which any proposed doctoral program would meet with some resistance from various sources. These were as follows:

1. There was currently a surplus of Ed.D's.
2. The Ed.D. was not viewed as substantive (too generalized)
3. No new physical, staff, or faculty resources were available to commit to such a program.
4. The program should be "housed" somewhere other than in the School of Education.
5. There was no overall support - political base- for the program.

In order to answer the first two criticisms, it was decided that the program would recruit persons who were already employed in leadership positions. Consequently program graduates would not be on the open job market upon the completion of the program. Secondly, the curriculum would be designed to encompass extensive research competencies as a condition for graduation. Since research would be such a significant focus of the program, it would warrent awarding the Ph.D., a research degree. A further response to the criticism of not being substantive was to organize the curriculum functionally, rather than role specifically. The curriculum was developed around the functions of individuals in leadership positions, e.g., management, supervision, training, and research and evaluation. It was also decided that the program would become more substantive if students were required to take courses in at least three different Schools within the University, providing an interdisciplinary strength to the program.

Internally, one of the biggest problems to overcome was finding approaches to developing and implementing the program with the existing faculty, staff, and physical resources within the University. Four approaches were used to overcome this problem: (1) design the program to use existing courses, (2) reallocate resources within the School of Education (and where appropriate within other Schools in the University), (3) block schedule courses, and (4) offer program required courses on a once a year schedule.

To deal with the issue of housing the program in a school in the University other than the School of Education, it was decided that an interdisciplinary/ joint policy board would be formed with faculty representatives from all Schools which offered required program courses (two student representatives were later added to the constitutency of the Policy Board). The Policy Board was chaired by the Program Director who reported to the Dean of the School of Education. With this Policy Board proviso, the Ph.D. in Urban Services Program was housed in the School of Education. To support further the interdisciplinary structure of the program, all committees and management groups were comprized of faculty and administrators from five different schools (Business, Community and Public Affairs, Education, Humanities and Sciences, and Social Work) a total of 57 different faculty and administrators within these five schools served on committees which developed the program.

Given the non-traditional nature of the proposed program, little support for the program existed outside the University Community. Through the Office of the Dean of the School of Education contacts were made with school superintendents, corporate training directors, professional association officers, and State Department of Education officials to explain the proposed program and to obtain letters of support. As a result the program gained widespread support among these groups.

PROGRAM DESIGN CHARACTERISTICS

The four major components that had to be considered in the design of the program were the students, faculty, curriculum, and a management system. Inasmuch as this program was interdisciplinary and unique to VCU, each of these components was viewed from this perspective.

The Students

Applicants were reviewed for admission from a pool of applicants, with students being admitted on one admission date each year. The admission criteria consisted of the applicant's masters degree GPA, GRE scores, letters of reference, leadership experiences, related experiences, a written statement of career goals and objectives, three individual interivews by faculty, and a structured writing sample. An intensive orientation program was instituted for students and faculty advisors, with the first session being conducted before the students enrolled for classes and continuing on a twice a semester basis for the first year.

In an attempt to build cohesiveness among the students and to maximize utilization of faculty resources, the intact group of students were block scheduled for the first 19 semester hours of course work. (courses were offered on Wednesdays from 4:00 to 9:40 p.m.). Following the successful completion of these courses, students took a two-day set of Qualifying Examinations related to the 19 hours of course work to determine whether or not they should continue in the program.

Faculty

Faculty selected to teach the initial courses in this program were committed to the interdisciplinary and non-traditional philosophy of the program, and were from four different departments in two Schools. Faculty advisors were similarly selected, with each student being assigned a primary and secondary advisor.

Program Management

The management of the program was provided by a faculty member in the School of Education who was named Program Director. Under the Director were four sub groups of faculty created to provide specific management for the four primary curriculum tracks. A Policy Board, as discussed above, was created to deal with matters of policy and to serve as a deliberative and appeal body.

Curriculum

The interdisciplinary nature of the 61 hour minimum post masters program was one of its strongest features. Not only because it provided a unique approach to learning, but also because it attracted students from wide and diverse educational and career backgrounds. This mix of students created an exciting climate for learning, which became one of the program's serendipitous benefits.

Allowing and encouraging multidiscipline study and specialization was one of the initial goals in designing the program. To enhance this opportunity, students were required to complete a 150 clock hour externship in a related field outside their current work setting. A second serendepitous benefit developed in that a network of people in entry level leadership positions was developed throughout the Richmond urban community.

The specialization encouraged by the structure of the program was one of a career function and not a role function. Although students were encouraged to develop role specific skills, the emphasis was placed on developing skills that were appropriate to a particular work setting, but also transferable to other related settings. However, the primary learning principle stressed was one of learning being a life long process with an awareness that completion of the program was only a beginning in the process.

A STATUS REPORT

The first group of 19 students was admitted into the program in the Fall 1982 semester; a second group of 19 students was admitted in the Summer 1983 Session; and a third group of 16 students was admitted in the 1984 Summer Session. As of this date, 52 of the 54 students admitted remain in the program. This high retention is attributed to careful screening of the applicants, the group support provided by each intact group, and to the commitment of faculty to student advisement.

These 52 students are employed in business and industry, higher education, private consulting practices, public education, and community and state agencies. There are 38 females and 14 males, whose ages range from 26 to 51. Racially, there are 14 blacks and 38 whites enrolled.

It is anticipated that several of the original 19 admitted students will have completed their degree requirements and dissertations and be eligible to graduate in May 1985. Projecting into the short term future it is further anticipated that between 6-9 students will earn the Ph.D. in Urban Services degree each year for the next five years.

The Application of Low Cost Audio Conferencing Technology to Non-Traditional Continuing Education Programs

Paul J. Edelson

Abstract

This paper describes the use of a two way interactive audio conference arranged in connection with a non-credit adult education course at The Smithsonian Institution. The program was given in Washington, D.C. before a live audience. Students at six California State University campuses were able to participate via a telephone audio conferencing bridge arrangement.

INTRODUCTION

The Resident Associate Program is an educational bureau of The Smithsonian Institution with a special mission to plan outreach activities that enhance popular appreciation of exhibitions, collections, research, and special activities. A component of the bureau offers non-credit courses for adults providing opportunities for serious study with distinguished scholars and outstanding experts through a broad-based curriculum in the arts, sciences, and humanities. In 1983, one hundred and ninety lecture courses were offered and attended by 9,085 students living in the greater Washington area. Because of this great appeal of the course program it was felt that non-Washington audiences would also find these classes of interest and would participate, if a suitable telecommunications vehicle could be identified and employed. At the time of the project the typical course followed a conventional lecture/discussion format and was generally enhanced by slides, and films, and might, on occasion, incorporate a field trip or study tour when appropriate.

THE PROGRAM

In the Fall Term of 1983 the course department of the Smithsonian Resident Associate Program offered an interdisciplinary adult education lecture series entitled "The Telecommunications Revolution." This non-credit class dealt with videotex teletex, slow-scan tv, computer conferencing, and other new developments in telecommunications technology and featured lectures by communications experts and industry leaders Polly Rash, Director of Marketing, Public Service Satellite Consortium (PSSC); Joseph Pelton, Executive Assistant to the Director, INTELSAT; Eldon Thompson, President, Telesat Canada; Jonathan Miller, Editor, Satellite Week; Louis Bransford, Vice President, Confertech; Joseph Freitag, Vice President, RCA; Robert Schmidt, President, Commercial Technology Management, Inc., and Kay Cunningham, Marketing Specialist, PSSC.

Dr. Paul J. Edelson is Senior Coordinator of Courses, Resident Associate Program, Smithsonian Institution, Washington, D.C.

Shortly after the course was announced in the Smithsonian Associate newsletter the Course Office was contacted by Dr. Henry Ingle, then Director, Division of Applied Projects, Association for Educational Communications and Technology (AECT)[1] and newly named Dean of the School of Communications, California State University, Chico. Dean Ingle proposed that the Smithsonian course be offered to sites across the country using the latest advances in audio conferencing technology. This opportunity would allow the Resident Associate Program to experiment with a new audience who normally would not have access to such programs. It would also allow the use of the very technologies to be discussed in the lecture series. In fact, one presentor J. Eldon Thompson, President of Telesat Canada, would be addressing the class from Toronto through a direct telephone line arrangement.

Audio conferencing, simply defined, uses two way communication through existing telephone lines and employs speaker phones and an audio conferencing bridge to link participants at each location. Subscribers, instead of dialing the Smithsonian directly dial the bridge, which in this case was in Denver and provided by Confertech, a firm based in Arlington, Virginia. The bridge then links each caller with the program.[2]

Expenses involved in the audio conference were to be jointly borne by the Smithsonian, AECT and the California State University. In lieu of the $60 tuition fee for each student in Washington, an institutional site fee of $200 per session was established. No limit, however was placed on the number of students that could be enrolled at each site by the participating colleges.

Since the course had not been planned with audio conferencing in mind it was essential to contact the lecturers, explain the procedures, and then secure their approval and cooperation. This did not present a problem. All of the speakers, begin drawn from the subject area of telecommunications, were eager to participate. Because of the insufficient lead time it was decided that the lectures would not be modified. If handouts were being made available they would also be distributed to subscribers by AECT. In addition, all questions coming from the audio bridge sites would be taken at the end of each lecture and also following the questions of the Washington audience. This protocol was later modified in response to requests made by the audio bridge subscribers.

By the time of the first session on October 17 six campuses of the California State University had enrolled - Chico, Dominguez Hills, Humboldt, Long Beach, Los Angeles, Sonoma - with a total of twenty eight students in all. Over the eight week period the number of sites participating ranged from two to six with the average number of students being twenty. Eighty-four students were taking the course live in Washington.

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[1] AECT is a leading national association representing over 8,000 media professionals based in Washington, D.C.

For an excellent description of audio conferencing see:
[2] James L. Ratcliff, "Audio Conferencing: An Alternative for Campus Renewal," AAHE Bulletin, March 1984, 11-14.

RESULTS

This section discusses the project outcomes from the perspectives of the students and the faculty.

Audio Conferencing Students

For the program administrators in Washington and for the faculty it was difficult to visualize these students as other than an amorphous mass, differentiated solely by college campus. This problem was compounded by a technical difficulty that was not resolved until the third session. Apparently, the six California State University campuses, in an attempt to reduce their expenses, were using their own bridge network to receive and transmit the course. A technical incompatibility between this bridge and the Confertech audio bridge resulted in a reduction of the audio quality and also severely limited student participation. This procedure inadvertently diminished the two-way interactive feature fundamental to the experiment. Subsequently it was decided to only use the Confertech bridge in Denver. In cases where fewer than two off campus sites were participating, the site would call the Smithsonian directly by-passing the bridge. Two way interactive communication was established, but all but one of the campuses had to drop out of the experiment because of the tuition expense. The program continued with approximately twenty participants from Chico State who were comprised of faculty, students and administrators. The Chico site called directly to the Smithsonian class and a perfectly clear connection was established. At each of the remaining five sessions the Smithsonian course moderator, Polly Rash, greeted the California group and encouraged their participation throughout the class periods. Questions and comments from the Smithsonian classroom and California were taken at different points in the presentation which was greatly preferred compared with taking them at the end. This experience began to approximate what we had anticipated at the outset.

Washington Students

The students enrolled in this non-credit, non-degree course were all adults, many working within telecommunications or a related field. Most were drawn from the 20-34 year age group. They were enthusiastic about the audio conferencing acitivity and were curious to see how it would all work out. At the first session it was explained that this was a new dimension for the Smithsonian, that we were quite frankly feeling our way. We asked for their cooperation and suggestions. A direct attempt was made to involve them in the audio conference in this manner.

The student questionnaires received at the completion of the course indicated that they welcomed the opportunity to be part of this experience. Yet, they were also quite candid in pointing out where the program did not meet up to their expectations particularly in the technical area. Fortunately, in describing the audio conference as an experiment we did not set their expectation level unreasonably high. I doubt whether a non telecommunication oriented group would have been as tolerant of our empiricism.

The Faculty

All looked forward to participating in this new, unanticipated aspect of the course. One instructor specifically requested that off campus participants not tape his lecture. This caveat was added to the letter of agreement sent to subscribers. There was a definite preference by students for a dialogue style of presentation as opposed to a more lecture oriented approach. And, instructors using this mode of instruction seemed to derive greater satisfaction from the experiment. All would have preferred more time to adjust their lecture to the requirements of the audio conference. Once again, since the faculty was drawn from the area of telecommunications they were probably more likely to be favorable towards the experiment than those from other disciplines.

CONCLUSIONS

From the perspective of the program administrator the project was considered a success providing the opportunity to experiment with a new delivery system and program format without adversely affecting the educational experience of the primary audience. Interestingly, an unanticipated positive byproduct was the success of the session with Eldon Thompson who addressed the students from Canada through a direct phone link. This procedure could easily be replicated with other speakers who could supplement a live lecture at the Smithsonian.

The problems encountered in smoothly meshing the unique requirements of audio conferencing to the customary way of delivering educational programs highlighted the need to think seriously about a more deliberate and methodical approach of integrating technology with a more traditional format. A thorough step by step procedure is called for. Nevertheless, jumping into this project did provide a valuable way of quickly facing some of the realities engendered by a type of long distance learning. My advice to others confronting a similar opportunity would be to by all means experiment. But it would be wise to anticipate the types of issues likely to emerge and and to be realistic about what can be accomplished in a short period of time. In this way, you are most likely to maintain an enthusiastic and positive climate receptive to future innovations.

LEARNING ACROSS THE CURRICULUM: STRATEGIES AND DILEMMAS

Stephen C. Ehrmann

Abstract

A program is outcomes-focused to the extent that 1) its aim is to teach all students specific knowledge, skills or other personal attributes chosen for their value in life after the program, and 2) this common learning is fostered through coordinated use of a variety of instructional resources.

Both these features run counter to dominant values in most postsecondary institutions. Special strategies are needed, therefore, to start and maintain such programs. These include means to stimulate real conversation about what the outcome should be and then to convert the talk into action; appropriate teaching and curricular design; obtaining appropriate resources. Each of these strategies involves certain dilemmas.

To some degree every academic program is outcomes-focused. Students learn at least some things in common, and that teaching is chosen with reference to their lives after the program -- that postgraduate consequence is the outcome. And to some extent the teaching resources of the program are concentrated on helping students attain those larger-than-one-course kinds of learning. So much is normal.

But some programs place an unusual degree of emphasis on the postgraduate outcomes students attain in common, and on coordinated interdisciplinary efforts to reach them. Some of these programs are colleges (e.g."writing across the curriculum" or colleges that are emphasizing a number of generic liberal arts competences across the curriculum such as Alverno College in Milwaukee[2] or Clayton Junior College in Georgia). Others are departments with unusually coherent visions of the roles to be pursued by the graduates.

Programs with an unusually high degree of outcomes focus are not new (from here on we will call such programs outcomes-focused, for convenience) but they are often short-lived. Most colleges do not provide a hospitable environment for an external point of reference, especially a student-centered one, nor for a high degree of faculty coordination. The high mortality rate for such programs raises two questions: 1) are they worth it, and 2) what strategies might such programs use to improve their chances for long run survival and growth?

This essay is drawn from a monograph[3] which tries to answer both these questions; here we have time to discuss only three of the eight strategies

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[1] Dr. Ehrmann is a Program Officer with the Fund for the Improvement of Postsecondary Education (FIPSE). The views in this paper do not necessarily reflect policies of the agency.

[2] Alverno's program is a fine example of melding a liberal arts program with explicit attention to the life of the student after the college. (e.g. Mentkowski and Doherty, 1984)

[3] "Focusing on an Outcome: Programmatic Strategies and Dilemmas" (available from the Fund for the Improvement of Postsecondary Education, U.S.Department of Education, Washington DC 20202)

covered in the larger paper -- a) strategies to identify the outcome in the first place and convert talk into action, b) strategies and dilemmas of teaching, and c) strategies for obtaining the rights kinds of resources.

1. IDENTIFYING THE OUTCOME, AND GETTING TO WORK

> "Above the beginner's level, the important fact is that writing cannot be taught exclusively in a course called English Composition. Writing can only be taught by the united efforts of the entire teaching staff." (Barzun, 1945:48)

Discussion about outcomes-focus begins, and continues, because there are some kinds of education that cannot be effectively pursued without it. So discussions about focus often begin, and should return to, discussions about the outcome.

But there are a number of difficulties standing in the way of faculty dialogue and agreement on an outcome and ways of fostering it.

The first difficulty is that faculty discussions may already be in an intellectual rut, and it may be difficult to clamber out of their mutual stereotyping into new territory.

Discussions about program purpose can also die young because surface agreements on values and outcomes can quickly shred into frightening uncertainty once faculty attempt to get specific. How many programs place common requirements on their students that most faculty do not commonly understand? How many faculty have deep knowledge of the kinds of careers pursued by the bulk of their own graduates? So the specter of disagreement (in an arena where few faculty may feel confident of their ground) can be so threatening that it is worth pretending, even to oneself, that "we know we agree, so why talk about it?"[4]

A third factor that can block discussion of educational outcomes is the clash between the ideal of disinterestedness and the reality of personal and professional interest in the outcome. Such discussions rouse fears and hopes about faculty careers, budgets, reputations. But in most colleges, it is not considered legitimate to be explicit about those kinds of concerns. And because real issues become camouflaged, rational discourse becomes difficult.[5]

Finally there can be interdisciplinary difficulties. No one has charted the difficulties of collaboration that bridges several fields better than Margaret Luszki (1957): concepts that mean different things in different disciplines; inflated expectations ("You're a psychologist so you teach all the courses that have to do with the mind."); old turf battles.

The difficulties are not insuperable.

First it is useful to have a spark to start discussion. Typically there will be several hooks on which such an effort gets hung. SUNY/Potsdam, for example, began a discussion of the aims of liberal arts for several reasons, as its provost revealed:

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[4] A dean, commenting on an earlier version of this essay, noted, "This helps me see that the coherence of my program is all in my own head, not in my faculty's."

[5] This essay offers no solutions to that thorny problem. For a book that does discuss approaches, see Argyris and Schon (1974).

> "What appealed to me was the promise that the APEP (the name of their project) would help our institution, a small liberal arts oriented college in the massive SUNY system, to explain itself to the world...I also knew that my institution was under some questioning from state budgetary agencies and from aides to the governor and to the legislative leadership. We also had the Middle States Association about the visit us; Middle States has a deep and abiding concern over outcomes...I offered APEP to Potsdam College..as a means of satisfying external questioners or even doubters of the value of a liberal arts educaiton. I under-estimated by faculty. I expected compliance because of the external criticism of the liberal arts. I got instead enthusiasm for an exciting, intellectual exercise. Many faculty on campus came to see APEP an an academic research project..." (Hegarty, 1981)

Although surface agreement can hide latent disagreement, it is not uncommon to find latent agreement under the disagreement about ends and means. Kinneavy (1979) and Maimon (1979) among others have noted that the nuclei for real intellectual agreement can already exist, hidden deep beneath rhetoric: values about which many staff care deeply, a few shared images of excellence, shared points of reference. And if ordinary seminar-style discussion does not bring these shared points of view to the surface, an external observer may help (e.g. Parlett and Dearden, 1977; Ehrmann,1977).

Conducting such a discussion means pushing hard at ideas, asking the toughest possible questions. Two temptations to resist: inventing a locally unique terminology (which eventually impedes the program's efforts) and softening concepts in the name of consensus (but robbing the ideas of all power in the process).

One way to keep the intellectual tension in such a debate and to move it off deadcenter is to get outside the program. Beaver College fosters the discussion of better student writing by inviting pairs of outside speakers to lead faculty seminars; the speakers are chosen for their disagreements, with one another and with campus status quo. (Maimon, 1981)

Consortial efforts, sometimes built around an outcomes framework, have also been successful at enlarging and focusing the debate on outcomes. SUNY at Potsdam, whose general educaiton program has already been mentioned, was part of the APEP (Academic Program Evaluation Project), sponsored by the American Association of State Colleges and Universities and the Fund for the Improvement of Postsecondary Education. The consortium was organized around a taxonomy of five general education outcomes, a process of local outcomes definition and evaluation, and some centralized resources. Each institution had accept or reject, and, in any case, further define generic learning outcomes for their liberal arts students, and somehow assess that learning.

The most ambitious route to getting this pivotal intellectual leverage from outside the program is through research. By commissioning research on needed management skills, the American Management Associations was able to make a clean jump to a whole new view of management education (the research base is summarized in Boyatzis,1982). This kind of research is sometimes expensive, but at other times a minimal investment can pay large dividends.

So a constructive tension between internal and external points of reference helps to shape discussion of outcomes focus.

Also useful is the right kind of tension between faculty and administrators. Administrative support is necessary if faculty are to contemplate intellectual and personal risks, and avoid premature closure of the conversation. There is a less obvious benefit to faculty-administration interaction, one exemplified by the Potsdam case. Professor William Shearer(1981) of the Department of Psychology, SUNY at Potsdam:

> "The faculty initially became involved simply because they had been tapped by the administration to serve on the Intellectual Skills Committee...As faculty outside of the Committee heard of the project, general reaction was mixed. At this early stage, the project was immediately viewed by some as an outside-imposed, potentially dangerous undertaking fraught with suspicious unknowns and nebulous demands. As a result of this anxiety, I suspect that a small measure of the early faculty involvement may have been motivated by a pereived need to establish a faculty foothold in the core of a potentially threatening venture."

He went on to say that the intrinsic excitement of the effort converted many of those who had initially joined in self-defense, and they had maintained their involvement in the years since.

The final element in a useful discussion of outcomes-focus is to convert talk into action. Some programs announce the coming change in their catalogue, giving themselves a deadline. Charismatic leadership and impatience with talk-talk can also help shift gears to action.

The process of outcome identification continues throughout the life of a focused program: it is essential to have this kind of collective inquiry if the focus is to be maintained, and remain "good". The writing-across-the-curriculum program at Beaver College has been in existence for several years. The following excerpts from an evaluation of that effort to improve student writing in all courses illustrates ways in which a continuing program keeps the discussion of its focus alive:

> "(The program) possesses a clear conceptual framework that has not been allowed to harden into doctrinaire policies...
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> "In my conversations with teachers, I found them describing their current practices in very different ways. All did stress revision [emphasis on rewriting, a key theme for Beaver] and all indicated they presented writing assignments more carefully and in more detail than in the past, but some were particularly enthusiastic about experiments with journal writing or impromptu writing in class, others with small group work and peer review of writing, yet others with interdisciplinary aspects of common planning among several faculty members.
>
> "The second reason I think the program has succeeded is the way it is has been assiduously pursued throughout the academic year...the

issue of how to teach writing is perpetually in the air. The workshops are held twice a year, the college has been host to a conference on writing, and periodically there are lectures by visitors on issues on concern to the writing teacher. Such external stimuli are reinforced internally by the new Master of Arts concentration in written communication, the faculty review meetings, the conferences among those faculty members engaged together in planning an interdisciplinary course cluster, and formal and informal sharing of workshop experience. Those directly in charge of the program have devoted a great deal of effort to ensuring that the program has continuity and that faculty receive constant encouragement and simulation to keep them active participants." (Lyons, 1980)

II. MANY COURSES: ONE OUTCOME -- ISSUES OF TEACHING AND LEARNING

Once faculty decide to focus their collective efforts, the next step is usually a discussion of curriculum and of teaching. Should we increase the number of required courses? Redesign subjects so their relation to one another is clearer to the students, and to us? Maybe more coordination is needed? Team teaching? Have the same group of students take a set of courses together? Have the faculty sit in one one another's courses? Develop a special first year course to introduce and motivate the other subjects in the curriculum? Develop a special capstone course for seniors so they can learn how to use what they have learned in a integrated way? What about an entire intellectual reorganization of the material, around the components of the outcome instead of around our subdisciplines?

Each of these strategies can be used to good advantage in the appropriate setting. But they merely furnish the stage on which the deeper opportunities and dilemmas of an outcomes-focused program are played out.

To put it simply, there are fundamental differences between learning physics and learning physics in order to become a physicist. There are differences between teaching literature and teaching it so that students can become more liberally educated. Physics as content may be universal but each individual will develop her own way of "doing" physics, and this will require knowledge, insight, values and skills not found in the typical text. In a classroom within an outcomes-focused program, faculty and students have to attend to a kind of intellectual growth that is personally unique for each student and simultaneously tied to other classes, past, current and upcoming, all while covering the course per se.

How does one design a curriculum that fosters this kind of individual growth? There is no universal answer, just universal problems.

Issues of Completeness and Curricular Organization: Agreement on an outcome may help faculty realize that a piece is missing from the program. This raises the problem of finding someone to teach such a course, and finding a place for it in the curriculum.

And more problems occur when the focus comes into conflict with other principles for organizing the program. These conflicting priorities raise problems for faculty (how do I coordinate my course with others, while still teaching in areas of personal expertise and research? How do I get tenure?) and also for students -- several programs have found students to be unhappy about "new stuff" being substituted for the "right stuff" in their courses, as their programs began to focus more sharply on an outcome.

Specialization versus Shared Knowledge: One of the most difficult aspects of outcomes focus is the conflict between academe's emphasis on unique personal expertise at the frontiers of the discipline and the emphasis of most outcomes-focused programs on generic skills and common knowledge. Either faculty must sacrifice some degree of specialization so that the core content can be infused across many courses, or the core content must be loaded into just a few courses (an organizationally unstable solution...)

Dilemmas of Personal Learning: Learning is a unique personal change in each student, change that transcends both particular courses and statements about programmatic outcomes. Learning toward a programmatic outcome implies the evolution of personal style and commitment. Polanyi(1966), Torbert (1978), and Perry (1981) point up some of the issues in promoting this kind of development in students, and their reasoning applies to virtually all types of educational content. Polanyi discusses the "tacit" nature of some knowledge implicit in the development of a personal style, and the consequent difficulties for instruction. Torbert's article develops concepts for creating the transition from an active, controlling teacher and a compulsively passive student toward a role division between an active faculty member and an active student. And Perry's work has led to a body of research on the stages of intellectual and ethical development.

All three authors argue that students may not initially be capable of understanding that they can acquire a distinctive intellectual point of view. If you truly understand what personal skill, commitment and style are all about, you're more than halfway to possessing them. But, as Perry argues, most younger students do not yet have the capacity to understand intellectual commitment in general. Yet these are precisely the issues with which outcomes-focused programs must deal. Discussion of particular teaching techniques, testing methods, and curricular design is beyond the scope of this article, but the three cited authors provide different points of entry into this dimension of teaching and learning.

There is no integrated theory of personal development that can serve as a "how-to" manual for faculty in an outcomes-focused program. But cases and theories like these can help sensitize faculty to the difficult tasks before them as they seek to teach a student to become more personally competent. Several elements do seem essential to instruction in an outcomes-focused program.

Perhaps the most important is some degree of active, experiential learning for students. Outcomes-focused programs develop individual attitudes and styles of approach, and that requires individual exercise of and reflection about one's talents. This kind of teaching and learning puts new demands on faculty who are accustomed to straight lectures, problem sets and neat assignments in the subdiscipline style of teaching.

A second teaching challenge for faculty is the need to continually assess the current development of their students. This is not an easy task since most important aspects of personal development cannot be readily measured with multiple choice or unstructured essay questions. The number of faculty trying to do such assessment seems to be on the increase, however, so there are ideas to trade.[6]

A third kind of challenge comes from the students' challenges to "put up or shut up". Outcomes-focused programs by definition focus on life outside the academy (unless the program is educating future faculty or is in other ways explicitly aimed at a life of the mind), and most faculty's personal experience in that domain is strictly limited.

III. ATTRACTING THE RIGHT KIND OF RESOURCES -- YOU ARE WHAT YOU EAT

Academic programs can survive only if they continually get enough of the right kinds of four basic resources: students, money, staff, and ideas (academic content).* One of the most powerful tools for keeping a program's outcome central and vital is to attract students who want to learn it, money targeted to develop it, staff who are interested and able to teach it, and ideas for better teaching.

This kind of focusing of resource flows from outside a program is unusual. Ordinarily academic programs will take as much of a resource as they can get and worry about the details later. (Bowen, 1981)

But attracting appropriate resources is critical if focus is to be maintained. The students, for example, ought to be able to profit from the program (and the program's outcome had better be selected to appeal to a pool of students that actually exist). Barat College is one institution whose catalogue points out the curriculum's weaknesses as well as its strengths; staff believe that this prospectus attracts amore interested and capable body of students and reduces attrition; it also sets a tone of truth-telling that the college would like to promote (Marchese, 1980).

Nor does the role of students end when they are admitted. Students can be a force to keep the outcome before the eyes of the faculty. If students are interested in the outcome and if most of the curricular and extracurricular activities promote it, then students will often raise questions if certain required courses do not fit the expected pattern.

Programs that want to make this student force constructive for the program and educational for the students can work through orientation, advising, student organizations, student-run evaluations of the program and of their own individual learning. Students ought to have access to a maximum of evaluation data about program outcomes, and they ought to be urged to engage in real dialogue if it appears that courses are not meeting their needs. The College of Public and Community Service at the University of Massachusetts at Boston is one of a number of programs placing high emphases in educating students to assess their own academic progress. An analogous role can be played by alumni of a focused program. Students and alumni are potentially the most legitimate voices for focus, but they often need encouragement, data and a platform.

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[6] For a study of uses of assessment in teaching, see Ehrmann(1984). The author is just beginning work on a theoretical paper on the problem of assessing teaching whose aim is to facilitate creative and unpredictable outcomes in students.

* The notion of a flow of ideas through a program may seem odd, but over the years content must be continually renewed and reformulated, mostly with ideas developed outside the program, or the program will become stale or obsolete.

Faculty need to have (or acquire) the competences to teach toward the program's educational goal and the ability to work together, often across disciplinary lines, in pursuit of that goal.

Faculty development is most critical when the outcomes are each to be taught via a variety of courses. Some programs follow the Bay Area Writing Project model: helping the faculty acquire the desired learning themeselves first. Another strategy is to cluster courses: three or four faculty work together to develop complementary teaching assignments. At the College of Public and Community Service all new faculty sit in as students in the assessment class (noted above) and later they each teach it.

Dollars are a resource, and the program's fund raising and requests for budget ought to be guided by activities that stand the best chance of promoting the outcome and programmatic focus on it.

Ideas are a resource, too. The faculty development process is intimately connected with the flow of ideas into the program. If the program is to emphasize "writing across the curriculum," faculty from many disciplines might want to join the Conference on College Composition and Communication, a professional association. Sandra Booher (1980) and a few of her colleagues at Los Medanos College try to keep up with the literature in writing instruction and pass their findings on the other faculty participating in the "writing across the curriculum" program there.

You are what you eat: focusing on an outcome is much more feasible over the long haul if the program's resources are congruent with that outcome.

IV. ISSUES FOR DISCUSSION

1. How Outcomes-Focused Is Your Own Program (or another real or ideal one you'd like to talk about)?

The two basic kinds of data:

a) to what extent is there an understandable, valuable, generative[7] idea about what students are to attain or become once they leave the program? (This idea may pertain to just one skill or attribute or a set.)

b) to what extent are the instructional resources of the program coordinated to help as many students as possible attain that outcome?

2. To What Extent Is That Program Using Strategies That Will Help Outcomes-Focus To Increase Over The Next Few Years?

This paper has discussed one family of such strategies -- getting the appropriate kinds of students, faculty, money and ideas. Other strategies[8] include appropriate methods for a) allocating money and other resources, b) structuring the reward system inside and outside the college(e.g. accrediting, publications about colleges), c) program evaluation, d) educating the organizations with which the program must coexist to value its outcome and organization, and e) appropriate use of symbols to periodically remind students and staff about the centrality of the outcome.

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[7] "generative"=capable of continually suggesting new possibilities for teaching and learning over the years

[8] discussed in depth in Ehrmann(1984a)

3. What Dilemmas and Puzzles Have Arisen From Trying to Achieve Greater Outcomes-Focus? How Have You Dealt With Them?

It should be clear that increasing outcomes-focus always comes at a price. It may be tough at first to identify such problems because, until now, you never thought of what you were doing as "increasing outcomes-focus". But what dilemmas and solvable problems did your sample program encounter that were directly connected to clarifying a central outcome and to coordinate instructional resources to achieve it? What problems might be just over the horizon?

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INTEGRATING CLASSICS AND CAREERS: LIBERAL STUDIES FOR THE NON-TRADITIONAL STUDENT

Lin J. Foa

Abstract

Non-traditional students can best benefit by an education which teaches them to ask large questions and analyze specific problems. Programs integrating the classics and career preparation have been offered at The Evergreen State College-Vancouver and elsewhere. A sample two year curriculum is offered.

LIBERAL STUDIES AND CAREER EDUCATION

Liberal studies and career education are too frequently defined as irreconcilable choices by students, faculty, and administrators in contemporary higher education. But if one rises above the narrow and often reductivist definitions derived from methodology and pragmatic tradition to the ultimate goals of these patterns for life-long learning, they can be integrated on a new and higher level -- especially for the non-traditional student.

In "The Student's Problem: A Lecture on the Liberal Arts", Eva Brann stated that "human inquiry proceeds either by setting problems or by asking questions." (Brann, 1967). Today, the ability to problem-solve is considered a necessary skill for advancement in almost every endeavor, but we must remind ourselves that problems are limiting; they restrict the parameters of our thinking. When the problem is solved, as Brann points out, it is abolished and can be forgotten. Questions, on the other hand, and especially the universal ones, allow the human mind to continually stretch itself, to seek the freedom and visions no computer can ever match. We cannot succeed without the skills of problem-solving, but we cannot realize our potentials as feeling, thinking beings -- in relationship with others and the earth, with the past and the future -- without questions.

Only in relationship, moving freely back and forth between these two modes of human inquiry -- questioning and problem-solving, and between the two modes of human experience -- thoughtfulness and action -- can we create a truly liberating education. Such an integrated education, based on questions rather than information, and on action and experience rather than memorization, can enable the student to create the cohesive whole of his life and his learning that he seeks. Like Buckminster Fuller's geodesic constructions, the student, particularly the non-traditional student who already has a lot of bits and pieces of knowledge and experience, can form his or her learning into a dynamic balance that is strong and flexible.

Classics, Careers, and The Non-Traditional Student

Higher education needs to provide these non-traditional students -- often older, already working, and part of a family -- with roots and wings of a very special sort. They are seekers, and they are adventurers -- or

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[1] Lin J. Foa, Ph.D., is currently an independent scholar and formerly the Coordinator of The Evergreen State College-Vancouver.

they wouldn't be there. Their needs are strong enough to overcome the patterns of conformity and tradition, yet they are nonetheless scared. They want many things from their education -- some of which they can't yet even articulate. They want the confidence of feeling connected with the deep roots of Western learning and the ability to be able to communicate with the community of "educated people". Simultaneously, they are practical and in a hurry: their education needs to provide them with a springboard for career growth based on breadth of interest and imagination, strong skills and the opportunity for actual experiment. Interdisciplinary and totally integrated curricula based on the classics and careers can fulfill these needs.

I should add here that when I speak of the classics, I do not restrict my meaning to only those books found in the Harvard Series or the 100 Great Books lists — although these are excellent places to start. I include primary texts in all fields — the journals of the early pioneer women, the seminal texts of the history of art or anthropology — as well as lots of looking and listening. Paintings, plays, musical performances, cities, and government processes themselves can all provide fodder for those large, unanswerable questions. By focusing their studies on these works, rather than secondary critiques and current commentaries, not only are students exposed to the best of the human tradition, but they are forced to confront the text or artifact directly — without the refuge of papers littered with footnotes or discussions predicated on someone else's thinking. They gain, in the end, the confidence that comes from knowing they have tackled something indisputably difficult, and they have done it on their own -- prodded only by a faculty person's unceasing questions.

The use of primary texts and great works of literature, history or art offers several pragmatic advantages to the student and the program. A good library, which offers secondary text and journal research, may not be available in small outlying cities. Even if it is, non-traditional students often find themselves studying at 5:00AM or midnight, hours when most libraries are not open. On an educational level, if one is to try to teach adult and often impatient students how to think philosophically, to write forcefully, to create artfully, or to analyze logically, it makes sense to go directly to the masters and not waste time on the also-rans. Finally, the "Great Books" and classically famous plays, paintings, etc. carry an aura that is decidedly helpful in marketing the program, and in defending it: it is difficult for academic specialists or graduate school admissions committees to criticize a program based on such undeniably important material.

Thus, by constructing curricula that allow the non-traditional student to move from Plato to contemporary politics, and from Lear to questions of institutionalizing the mentally ill and aging, we can teach students that life-long learning is a fabric that envelops us all. Students who have learned to design a program that starts with serious study in the liberal arts and proceeds, via individual plan, to relevant contract studies, internships and skills courses are usually in an enviable position to create, locate, and get a job. But perhaps most importantly, they have learned not to define their humanity in terms of their profession.

The Evergreen State College-Vancouver

Evergreen-Vancouver was opened to bring upper-level undergraduate education to Clark County, Washington -- an area then served by a single community college. Although Portland, Oregon and its several colleges were just across the Columbia, the barriers provided by out-of-state tuition, and the hassles of a big city meant that few Vancouver students ventured there. Moreover, the nearest Washington college was a hundred rather rugged miles away.

The two year concentration in Community Studies included the study of emerging cities and how they developed and decayed; the responsibility and power of the individual in relationship with others, organizational development, communication networks, and the place of art in society. Graduates of the program were in an excellent position to understand and influence actual societal change and development, and they have.

This program, which was to make such an impact on the lives of individuals and the development of a town, was very small. Sixty students, three to four faculty and one administrative assistant were lodged, ultimately, in a beautiful turn-of-the-century Officer's Row House in Fort Vancouver's historic park. But because our students included the Director of Personnel for the city, several police officers, the head of the parent-school group, a State Representative, secretaries, retired military personnel, alcohol and drug abuse counselors, active participants in the arts and theater communities, and countless others, there was hardly an institution in town that was not aware of Evergreen's program.

The curriculum consisted of a two year series of required two hour core seminars which met once a week in the evening, late afternoon, or at 7:00 AM. (Yes, that was a popular time.) In addition to this, students could choose from three evening two hour courses, formulate individual contracts, or internships. Our students spent less "seat time" and considerably more outside reading and project time than the average undergraduate, but very little of their time, either in class or out, was wasted. We designed the seminars with student interests, important periods or concepts pertaining to community studies, and integration with skills courses and identified career paths in mind. (See attached curriculum description) In each seminar, we attempted to include at least two "classics" which could be studied intensively, one compendium or history which gave a broad overview of the subject, and at least one pertinent and exciting piece of literature. To this were added speeches, essays, films, or field trips as needed. All of the concepts, skills, questioning and problem-solving that went on in the seminars were reinforced from different angles in the courses, and students often told us that they had to consciously separate which books or assignments belonged to one course and which to another, since they quickly became so tightly interwoven.

Faculty for the program were selected first for their interdisciplinary breadth and their enthusiasm for teaching in this non-authoritarian way, and secondly for the balance their specific interests brought to the program. Weekly faculty seminars provided ample planning time and enabled us to work cohesively.

Assignments were always agreed upon in advance by the faculty team for both the seminars and the courses, so we could insure we were covering all the ideas and skills that were needed in each semester. As much as possible, assignments required students to get out into the community or to put themselves into the roles of the individuals being studied to further integrate their reading, their adult lives, and their activities. While reading Plato's Republic, students were required to attend a city commission meeting and write an analysis of it from Plato's viewpoint. In an Urban Design course, students were required to develop a formal proposal to the city detailing land and building use plans for the college to acquire some historic buildings. Because of the small size, uniqueness, and intimacy of the program, retirees, young one-time dropouts, and middle aged society women all became close friends and learned from each other. They were intensely involved in everything they did, and to see "Cardinal Newman" squaring off against "Rousseau", "Dewey" and "Hutchins" in an Educational Philosophy course debate was exciting indeed.

Throughout all these activities, students gained confidence and professional skills; their studies were given enormous personal relevance, and they learned to use the community and all its resources. Some of our graduates returned to their jobs, but with new interests and horizons; some went on to law school or graduate school; some began new jobs they had developed during internships and individual contracts, and many begged us to start a Master's degree program so they could continue what had become almost addictively rewarding.

Today, Evergreen-Vancouver has grown to offer three integrated curricula, and is indeed considering a Master's degree program. The programs in "Management and the Public Interest","Human Services", and "Community Studies" alternate so there are always at least two programs being offered, and so that junior college students can plan their studies accordingly. The idea of a small, satellite campus has spread to Tacoma, Washington, where another outreach program is operating successfully. It is a plan that is relatively easy to duplicate if one can find three or four faculty members who are energetic, inventive, open to community and student needs, excited about learning themselves (we never taught the same course twice), and committed to interdisciplinary studies on an individualized basis. Particularly for a state university like Evergreen, setting up an outreach campus makes quite good political, financial, and educational sense, and will, I think, be one of the leading edges of educational development in the future.

A Sampling of Integrated Programs at Other Schools

In different parts of the country, several schools are offering other versions of interdisciplinary liberal arts programs for non-traditional students. I would like to mention a small sampling of these programs and to comment on the particularly innovative aspects of each.

Closest to our present location, and to the ideals that arise from this type of interdisciplinary study of classical and primary texts are, of course, Georgetown's Liberal Studies upper-division B.A. and M.A. programs, and St.

John's Master of Liberal Arts program. Georgetown's Liberal Studies program seeks the intellectual development and professional enhancement of adults enrolled in three main areas: Humanities, International Affairs, or Social and Public Policy. Along with more specialized courses, each student is required to enroll in two Human Values courses which promote an understanding of the "questioning" discussed earlier, of the interdisciplinary method, and of timeless values in the midst of a changing society. As at Evergreen, students develop individual themes which allow them to integrate their personal and professional interests, but Georgetown adds an interesting and excellent component to this choice by requiring reflective essays one third and two thirds of the way through the student's program, and then a major project or research paper based on this theme at the end.

At St. John's in Annapolis and Santa Fe, students may enroll in a Liberal Studies Master's program at The Graduate Institute in Liberal Arts. Students enroll for eight weeks each summer for four summers, (in Santa Fe and eventually in Baltimore the program will run year round) in an intensive program divided into four segments: Literature, Mathematics and Science; Politics and Society; and Philosophy and Theology. As in the undergraduate program, only classical texts are used in seminars, tutorials, and preceptorials. One Neurologist enrolled in the program was quoted as saying, "I've already got my degrees; now I want to get an education."

The Alverno Weekend College, at Alverno College for women in Milwaukee, Wisconsin is less oriented towards the classics, but nevertheless has an interesting and unusual approach to integrating the liberal arts and career development for non-traditional students. Cited as one of "the three most innovative colleges in the country" in a recent national survey, Alverno offers a "competence-based education". Students must demonstrate their increased abilities in eight areas -- communicating, analyzing, problem-solving, interacting (working effectively in groups), valuing, taking environmental responsibility, thinking globally and acting locally, and responding aesthetically. Students are housed in "weekend dormitories", are extensively counseled to develop individualized programs, and are awarded positive assessments rather than grades for combining increasing knowledge of a field with the above-named abilities. As another way of approaching life-long learning, Alverno seems to have created an excellent method of teaching the student the necessary thought processes and skills to succeed in any endeavor.

At the College of the Atlantic in Bar Harbor, Maine, the curriculum takes its cue more directly from the environment. Like Hampshire, the main Evergreen campus, New College at The University of South Florida, and other major interdisciplinary schools, College of the Atlantic has a higher proportion of typically aged undergraduates. However, they have developed such a unique program and one that would be so easily transferable to non-traditional students, that I wanted to include it here. Organized around three "Resource Areas", The College of the Atlantic offers studies centering on Environmental Science, Arts and Design, and Human Studies (classical humanities related to ecological concerns of political science, economics, psychology, and anthropology.) The late Rene Dubos, formerly one of the school's trustees, said, "We have been immensely successful in developing experts of means, that is people who do things. But we have failed fundamentally in developing experts of aims, that is people who think creatively... that will demand that one have a sense of history, consider the socio-economic forces and reflect the dreams of the people." (Dubos, no date)

The faculty at the College of the Atlantic, in a herculean attempt to integrate classics, careers, and the environment, offer courses in Literature and the Sea, Maine Coast Architecture, marine mammals, Maritime weather forecasting, Issues in American History, Oral History, and Human Studies Core courses in Value, Consciousness, Order and Disorder, Technology and Community. When one considers the broad spectrum of courses and the powerful interrelationships that are apparent for the student who chooses the interdisciplinary specialty of Marine Studies, one can easily imagine totally integrated programs in this area, for instance, in Potomac Studies, Public History, or High Technology and Human Values.

In sum, interdisciplinary programs which integrate classical and primary texts with individual student's career goals can be a rewarding way for adult students particularly to continue their education, and for faculty and administrators to offer programs which are readily marketable, educationally sound, and personally stimulating. Non-traditional students enroll in colleges and universities because they want to be there; no one has told them they must or that it is expected. We must seek to make sure that, this time, they feel like they are getting the education they need and deserve.

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COMMUNITY STUDIES

CORE SEMINARS:
1. Contemporary Concepts of Community and Citizenship
2. Ancient Concepts of Community and Citizenship
3. Power, Popes and Princes
4. The Ideal -- Utopian Communities
5. The Real -- Natural and Artificial Communities
6. The Clark County "Community"

ELECTIVE COURSES:
Critical Thinking and Listening
Technology and the Twentieth Century
Images, Forms and Systems
Age of Egalitarianism; 19th Century Reform Communities
Persuasion: Art or Science?
Statistics
Community Subcultures
Haven in a Heartless World: Parent and Child in England and America
Art and Society
In Her Own Words: Autobiographical Writing by Northwest Women
Group Dynamics and Leadership
Financial Management for Community Organizations
The Design Process
Personality and Culture
Community Politics and Citizen Power
Conflict: Its Nature and Resolution
Communication Networks and the Community
The Image of the City
Community Learning Networks
Northwest Literature
The Pioneer Experience
Urban Studies

TYPICAL INDIVIDUAL CONTRACTS

Community Education
Hospices
The History of Medical Organization
Northwest Architecture
The Philosophy of Montessori
Photography
Public Relations
Parent and Child

TYPICAL INTERNSHIP LOCATIONS

City Government
Local Hospitals
Board of Education
County Historical Society
Community Theater
Private Schools
Department of Social Services
City Newspaper

ADULT DEVELOPMENT: NO NEWS TO LITERATURE

R. Mickie French

Abstract

Describes the evolution of an interdisciplinary study introducing adult students to the concept of adult development. The disciplines are psychology and literature, each used to complement the other and to enrich students' understanding of developmental change. First designed as a group study in a non-traditional institution, the model was adapted to classroom teaching, and evoked similar student reactions when taught in either mode. The forces of change in personality and in human relationships are seen through the literary works of classical and contemporary authors. Adult identity change is the unifying theme, as the character development used by authors from different countries and times is discovered to closely parallel the emerging psychological concepts of adult stages or transitions presented by the developmental theorists: Erikson, Levinson, and Neugarten. The fiction is organized by themes of transition such as identity, midlife crisis, and the life review. The students' progress in understanding literary and psychological concepts is traced, and increased analytic and critical abilities, as well as a deepened sense of self and others, are apparent from the evaluation components. The advantages to students and teachers who work in interdisciplinary studies are highlighted as students from diverse backgrounds share biases and insights; the students' use of literature to experience events, not to prove a theory, is emphasized throughout.

INTRODUCTION

I would like to begin by stating that this paper is a descriptive and not an empirical study. It comes from personal involvement, over several years, in an experiment that moved from an intuitive guess to a soundly developed course. It has, one might say, evolved through its own developmental stages, with all the accompanying transitions, changes, and growth; most surely it has been a search for its identity, which, while seemingly achieved, will later need yet other adjustments with their share of joy and pain. It has died twice and been re-born, each time becoming more satisfying to its creators. On this positive note I will now describe the evolution of an interdisciplinary course that uses literature to experience events leading to personal change or stagnation, similar in many ways to the stages suggested by adult development theorists.

OVERVIEW

Several years ago, in the mid-seventies, I was working in a State University college that emphasized off-campus, individualized education. The principal mode of instruction was the learning contract, a process that was negotiated

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[1] R. Mickie French, Ed.D., is the Director of the Experienced Adult Program at the College of Saint Rose, Albany, New York.

between student and faculty member. The average age of the students was 37, and most were in the paid work force and had a technical or vocational background. Although there were a few exceptions, college, for the majority, was a means to upward mobility rather than an opportunity for personal growth and development. The College awarded credit for the achievement of prior experiential learning, thus limiting the time spent in an academic learning environment. Yet, because of a general philosophical belief in the value of liberal arts and sciences, not entirely divorced from State regulations regarding their inclusion in a degree program, these adult students were expected to include a certain ratio of credits in various disciplines outside of their major concentration.

Since students designed their own degree programs, in consultation with faculty, they relied heavily upon faculty advice in approaching "other" disciplines, often indicating that this was not their real interest or need, but rather some hoop through which they were forced to jump. I found that when introduced to literature in the form of traditional offerings, such as Shakespeare, Twain or Dickens, they tended to be less than enthusiastic. I decided to try another approach, and looked for literature that had a common theme with their working lives, and was rewarded by perceptions I had never considered, nor found in the formal critics. It was but a short step to move from a one-to-one learning situation to a small group of students who had health-related or business backgrounds, and offer them a chance to explore fiction that was written in the context of their own working environment. The response was a learning experience for me, as nurses and x-ray technicians argued with business managers about the reality of Babbit, Willie Loman, or Rubin's David. Unfortunately, group studies were discouraged for a few years and I could only continue my exploration with individual students. However, these experiences led me to recognize the need for more insight into the psychological and sociological implications of the literature, and, this time with the imprimatur of the academy,[2] I joined forces with a friend and colleague who taught in the human services. Each of us had an avocation for the other's discipline, he using literature to illustrate psychological concepts in the same way I was finding that the human condition had to be defined in more than literary terms. This, then, gives an overview of the events leading to the birth of a team taught, interdisciplinary study.

DEVELOPMENT OF THE STUDY

We held planning meetings to discuss educational objectives, learning activities, and evaluation components. We decided on an overall theme, The Human Condition, within which we could follow several sub-topics such as identity, madness, and death. We had to complement both disciplines without doing violence to either, remembering that for these students this study might be their only encounter with literature, or their only chance for self exploration. Arguments from discipline purists were kept in mind as we narrowed our topics and selected readings. It has been said that "Psychology seems to straddle the natural and social sciences, despite its origin in philosophy within the humanities," (Johnson, 1977), and perhaps it is because of this common historical association that the two areas seemed to complement each other well. The usual division of the disciplines in higher education may lead students who have definite work-related educational goals to overlook the possible integration of all learning, often resulting in a narrow focus upon vocationally oriented subjects with, at best, a smattering of electives, taken reluctantly, to fulfill some seemingly vague requirements. We believed, from positive experience, that students responded to studies that introduced the human side of any technical or professional discipline, and that the content of the proposed study should enable the students to achieve a deepened awareness of the wealth of human understanding to be found in literature. They would also be learning how authors used powerful techniques like paradox and irony, the meaning behind imagery and symbolism, and how mood controls a story from the first few lines. What were to many students mere titles, would assume an added importance as language was studied for depth of meaning. Including poetry meant time to read aloud, to examine each line, each word, as clues to the poet's message. For most of the students this would be an introduction to literary criticism, and it would allow them to transfer their analytic skills into entirely new directions.

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[2] Richard E. Gotti, Ph.D., Associate Professor in Human Services, State University of New York, Empire State College, New York.

Literary Selections

The literature was first chosen to reflect the themes mentioned earlier. It soon became clear that as the students analyzed the literature, the common theme, whether portraying loneliness, madness, or death, was change and a search for identity. This movement was a natural one, we simply found that discussion focussed more often upon internal change than upon any other topic. Consequently, it was easy to integrate our interest in the relatively new ideas of adult development, and to use the never ending encounter with conflict, the tension between opposing forces, and the effects of resolution or lack of resolution upon the characters. Using Levinson's Seasons of a Man's Life, supplemented with Neugarten's work on women, as a framework, selections were made that seemed highly relevant to early, middle, and late adulthood. From Madam Bovary to Rabbit Run, students could relate certain concepts to a "real" character, rather than trying to grasp an abstraction that was hauntingly familiar, yet always couched in language slightly beyond the layperson's understanding. Poetry selections proved the most difficult to introduce, yet when carefully reviewed in a group, poetry proved to have a high level of acceptance by students. Sometimes a play would be included, and occasionally the selection would coincide with a TV production of the drama, adding to a richer interpretation of the work as the presentation was applauded or criticized.

The selection of literature from varying genres, over several centuries, and from different countries was not, at first, a conscious choice. It evolved because the characters portrayed seemed appropriate to the particular transition being studied. It did, however, help to show that in cultures other than the United States authors were groping with the classical problems of the human condition: these themes were universal. The selections emphasized the importance of the historical moment, and the trials of Ivan Ilych, of Louis, and of Dr. Borg, brought Russian, French, and Swedish characters into the American perspective.

Modifications

The group study was modified over time to reflect the concept of adult identity change that emerged repeatedly. Our own participation in several seminars on adult development, including one given by Erikson in which he utilized his 1976 analysis of Wild Strawberries, reinforced our belief that we were formalizing into a sound curriculum what had begun as an intuitive idea. As we reviewed the earlier processes we realized that careful planning had made possible a special study that could withstand comparison to widely held principles in curriculum design.

After I moved to a more traditional setting, in a small campus based liberal arts college, it was necessary to adapt the model before I could offer it as a course. An advantage to this was that classroom teaching provided more time for student/instructor interaction; the major issues of adult development were broken into smaller components, and the number of theorists used was limited. Because the rapidly expanding field of adult development has resulted in an abundance of writing on the subject, I decided that only three of the seminal thinkers would be used: Erik Erikson, Daniel Levinson, and Bernice Neugarten. A careful examination of later writers had shown that an understanding of these three is essential for students who are expected to conceptualize their own self growth and development as well as to recognize it in literary figures. In the reality of time constraints and the level of the students'previous learning in psychology, no attempt was made to include such fascinating people as Loevinger, Perry, or the more sophisticated learning theorists. These were deliberate omissions and reflected an assessment of my own limitations in the field. What could be done had to be done without diluting the essence. Special areas were supplemented by short readings of special relevance (for eg., Butler's concept of the life review; Kubler-Ross' approach to death and dying). In the adaption to the classroom, the literary selections were structured into smaller study units with more discussion time allotted to each reading. While no longer team taught, an added dimension to the discussion of theoretical concepts is provided by my former colleague who gives a guest lecture each semester.

STUDENT REACTIONS

The population in both colleges was similar: adults, working fulltime, returning to school more for occupational security than for personal enrichment, and, not sure why, but knowing they "needed" a humanities course. Those in a health related field often had one or two previous courses in psychology as well as a wealth of experience with illness and its attendant consequences for patients, families, and friends. Those with backgrounds in corporate business or state service, usually understood how to "manage" people, analyze and interpret technical data, and balance significant budgets. Anton Chekhov once said that medicine was his lawful wife and literature his mistress. For many of these students, reading fiction may have been close to adultery; certainly their reactions showed curiosity, surprise, and final satisfaction. The best way to illustrate this is to quote comments made early in the various meetings and compare them with those made as the study progressed: "This is more fiction than I have read all my life." "I read constantly, but only trade journals to upgrade my work expertise." "Poetry? What good is that?" It should be noted that student comments were actively solicited in the interest of a personal philosophy concerning the approach to adult students. After 2 or 3 meetings, students were invited to revise the syllabus, to modify the reading or other assignments: In each mode they chose to leave it as it was.

In every group someone would ask, "Is there no happy fiction?" and that would lead to a discussion of what made literature last, or of the few basic themes upon which hundreds of variations are written, and would then turn inward to their own experiences: "I was able to understand exactly how Torwald felt. Perhaps I am like that to my wife." "I lived for years like Janice." Then would come the deeper questions: what had precipitated change, was the inner self ready and needed only a catylyst? Men and women would present their points of view and understand each other better (as one man said "I thought I was the only one who felt like this. It's comforting to know it's normal, that I can perhaps anticipate the rough spots"). Sometimes they were angry with the characters: "Why doesn't Wilhelm do something instead of waiting for a handout." In each mode, students showed their ability to conceptualize better, to recognize literary techniques and style, and to have a deeper awareness of their own changed and changing identities.

There would be, occassionally, one or two younger students. Usually they were sceptical about change as an on-going phenomenon; they still believed that they had achieved their adulthood, and at first could scarcely credit the idea of crises occurring and reoccurring throughout life. These younger students gave a yet different perspective to the discussions because they were closer to the early adult stage, and brought out some of the tension between generations as they saw father-son or mother-daughter relationships contributing to the actions of a character; as is so often true, when heard in a non-threatening environment, opposing positions were listened to more carefully by both sides. The younger students seemed to appreciate the opportunity to voice their opinions, and the older students were, for the most part, thoughtful and supportive.

EVALUATION

Evaluation was based on the students' meeting the educational goals of the course or study. Broadly stated these were the ability to: recognize and describe the major issues and tasks associated with the selected theorists in adult development; compare theoretical concepts with the events and actions of character development in the literature; develop self-awareness of personal change; understand the techniques and forms used in selected literary works.

The assignments included a brief journal on each of the readings, written papers, and tests. Greater emphasis had to be placed on the written work for the group study students than for the classroom group, where the peer interaction was more frequent; where the topics chosen for papers were highly subjective, care had to be taken to identify criteria that were appropriate to an analysis of either a fictitious character or an autobiographical account of a painful transition. In reviewing the outcomes in the two modes, there emerged some apparent differences. For example, there was a more even personal and intellectual growth for students in the classroom mode than for those in the group study mode, possibly as a result of the greater amount of time available for discussion, for it was in the exchanges of ideas and interpretations that barely understood concepts were questioned and often clarified. On the other hand, students in the group study had time for more individual research, allowing a motivated student to achieve a high level of complex understanding, which perhaps accounted for the more varied quality of written work submitted by them.

Solicited student evaluations in the two modes were remarkably similar. The reading was accepted enthusiastically as a vehicle for identifying concepts;

personal insight was seen as greatly enhanced; and the introduction of literature to many who "had never read fiction before" was seen as a positive move towards understanding the integration of disciplines, now and in the future. In each group the comment was made that the close analyses and comparisons of theory and literature had deepened their enjoyment of fiction, and identified ways in which they had become more aware of self and others. "I never thought of..." was a frequent prelude to a statement about women, about loneliness in men, about the responsibility (beyond economic) of home life, and the effects of early childhood nurturing. In the section on death one class taught me an important lesson: my enthusiasm for Butler's life review theory, and the Tolstoy and Mauriac works was dampened by a curious negative reaction from the entire class. A data processing manager, who had been rather quiet during previous discussions, suggested that they were able to relate to all the other stages, but death was inconceivable. This insight led me to add more time and reading in preparing students for thinking about death as a personal reality; while no one exhibited any enthusiasm for moving through the final stage, the discussions became as challenging as they had been when earlier stages were the subject.

In conclusion let me say that while the themes of adult development are found again and again in literature, the evolutionary process was not without its problems. Sometimes it was difficult to find appropriate literature, especially any presenting women in a hopeful light. The search continues for new reading and insight, with untapped resources to explore for future revisions. A continuing problem was to convince students that literature was not meant to prove a theory, but to be used as an experience from which they can learn. Constant emphasis had to be given to the non-judgemental nature of theories in adult development, so that students would not expect events to occur at a given time, nor feel something was wrong if they did not.

To make two disciplines interdisciplinary means more than having two specialists presenting their material. It was necessary to work in the less familiar discipline, to feel its strengths, to know where it would fit, how it would complement, and not overpower, the other. The learning that can result from such a cooperative venture is worthwhile, and as strange territory becomes familiar the benefits constantly increase. These explorations have been a source of fulfillment for me. I have learned from my colleague and my students, as well as from the readings. Old friends from the literature have taken on new dimensions as each one is encountered anew, and suggestions for further reading never end. The process will continue as events, the environment, and personal awareness of self and the world shape the future.

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INTEGRATING THE NON-TRADITIONAL INTO THE TRADITIONAL: OVERCOMING THE OBSTACLES

Lee E. Grugel

Innovative Institutions and Programs

Institutions of higher education which have been described as innovative or non-traditional, in spite of the fact that they comprise but a small fraction of the 3100 colleges and universities in this country, are providing a dual and much valued service. First, they are giving their students a remarkably coherent and rigorous academic experience. Secondly, these institutions and programs contribute both models and strategies to achieve much needed reforms throughout the higher education community. Unlike some of the experimental colleges of an earlier era, institutions like Hampshire, The Evergreen State College, the Integrated Liberal Studies Program at UW-Madison or the Paracollege of St. Olaf are highly appreciated by their more traditional counterparts. These schools and programs have survived, not because they have avoided the usual array of fiscal and attitudinal challenges but because they were founded with and have maintained a clear vision of both mission and structure. However, the vast majority of this nation's students, of all ages and ethnic backgrounds, will continue to enroll at rather traditional institutions--state colleges and universities and land grant schools.

Non-traditional or innovative education incorporates a number of salient features. Among them are the following characteristics recently listed by a faculty member of The Evergreen State College: interdisciplinary approaches dominate the curriculum, learning is individualized or can be for the student, classroom experimentation is the norm rather than the exception, numerical or letter grades are usually replaced by some form of extensive narrative evaluation, faculty are not harnessed to departmental structures and the traditional association of permanent employment with tenure does not always exist (Jones, Smith, 1984).

Certainly one finds some of these features, most typically the opportunity for an interdepartmental major, individualized study, and some experimental teaching at most institutions these days. But these features have usually been added on to the dominant programs, often reluctantly, in order to make the institution appear more "modern" or to satisfy some small group among the faculty who believed that some element of change was necessary. Certainly the primary difference between the totally innovative college and traditional institutions lies in the dominating definition of mission, the vision which informs and guides the evolution of the institutions. At most places, the informing vision still is closely tied to the various disciplines and their departments. The typical programs of study presented to the students is tripartite--the major, general education (usually cafeteria rather than a core program) and a few electives. For both students and faculty, educational progress is still defined in terms of credits earned toward the satisfactory completion of a major, discipline focused, program of study.

Today, very real challenges confront all institutions of higher education. It will continue to be difficult for non-traditional colleges and programs to persist in their founding visions and, at the same time, to adapt to changing external environments. Pressures in society, and in legislatures, exist which will tempt these schools to "sell out"--for their efforts are comparatively more costly, less familiar to the incoming student and more demanding of both students and faculty. But an even greater challenge faces the more traditional college--that of incorporating, in essential and not merely tangential ways, some of the primary features of innovative institutions.

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[1] Lee Grugel is Dean of the School of Arts and Sciences and Professor of History at the University of Wisconsin-Eau Claire.

While I shall not go so far as to suggest that traditional schools should or can copy the programs and structures of innovators, there are immediate needs which can only be satisfied by paying close attention to the positive accomplishments of non-traditional education. Our fragmented and often irrelevant curricula need revision desperately, especially the general education component (Boyer and Levine, 1981). As we all face the prospect of an increasingly "mature" faculty, ways and means to revitalize and empower faculty must be employed. The teaching process which still is excessively centered on the lecture platform dominates pedagogy even though it has been criticized for such a long time for producing student passivity. Finally, the external environment, in which our graduates will likely hold a variety of different occupations over their lifetimes, suggests that the traditional major--even in professional areas--should not be the major focus of the college experience. If we are to serve our students--both the typical high-school graduate and the non-traditional returning adult--as well as we are capable of doing, it is time for us, who find ourselves in traditional institutions, to exercise more effective leadership.

Effective Change in Higher Education

Given the task of introducing innovation into traditional institutions, which are the main obstacles to be overcome? The first is simple inertia and it is by no means insignificant. While lip-service is frequently paid to the campus as a center of experimentation, our organizations are among the most conservative of social institutions with respect to change. We tend to be wedded so strongly to our views, to tradition, and to given structures, that suggestions for even moderate change are received with considerable skepticism. Then, there is a fear that failure may adversely effect the institution's image and thus interfere with student recruitment and retention. There is worry about the fiscal implications of change and certainly about fracturing current power relationships on the campus. These are major obstacles but they can be overcome if at least two characteristics are present: effective administrative leadership accompanied by a revised definition of learning which emphasizes active and experimental education.

Administrative Leadership

Currently there is a large and popular body of literature concerning leadership or management in effective organizations (Peters and Waterman, 1982 and Kanter, 1983). Academic institutions which are thriving testify to the importance of effective leadership on the part of top administration--presidents, provists and deans (Keller, 1983). Much is expected today of academic administrators--they must be efficient bureaucrats, women and men who relate on an interpersonal level skillfully with boards, faculty and the public. But the primary qualification of an academic leader who is supportive of major changes is that of clear vision. Just as the chief executive officers of effective corporations hold and communicate strong visions of quality products, customer service, fundamental research, so should administrators of traditional academic institutions boldly proclaim for innovation with the student at the very center of that vision.

Following from such a vision, is a clear perception of organizational structure. Most traditional universities, like inefficient business organizations, are vertically structured with the academic department as the dominant focal point in the organization. Given this fact, major curricular changes are always difficult to achieve because of the relative ease with which powerful interests can block change. While it would be unwise to abolish or even undermine the academic department, it is necessary to provide a stronger element of horizontal organization, reducing the rigidity of departmental lines, if the creativity of faculty members is to be released more abundantly. The organizational model described by Peters and Waterman--the tight-loose structure--in which vision bonds the organization together rather than charts is appropriate for higher education as well. Obviously, departmental chairpersons and committees do have a positive role to play in the process of innovation. The effectiveness of top administrators will be judged by how well they are able to enlist existing interests in the cause of innovation. University administrators must communicate clearly that they are working with and not over the faculty organizations on any particular campus. The task is difficult, yes, but there are sufficient examples to indicate that successful innovation within traditional structures is possible (Guroff, 1981; Gamson, 1984; Keller, 1983).

Active Learning and Experimentation

Innovative education demands active student participation rather than passive environments which still persists on many traditional campuses. Ours is an age in which information can be communicated and processed in ways far more efficiently than is done from the lecture platform. Although there are some very skillful lecturers on every university faculty, this mode of instruction, no matter how expertly conducted, still reinforces the "student as receptacle" image. Pedagogical experimentation is seldom promoted either by academic departments or by key administrators. There is too much worry that experimentation may result in chaos or that, because students are used to familiar classroom procedures, they will be unwilling to respond positively to an instructor who insists that they become more involved in directing their own learning. Faculty must be encouraged to experiment with alternative modes of instruction, for not until the learning process becomes more active will the goals of a liberating education be achieved.

Curriculum development funds and locally administered research funds need to be allocated more toward redefining college teaching. Faculty from different disciplines need to be brought together to examine teaching methods. A fine model is the Writing Across the Curriculum work which has succeeded so well in a variety of institutional settings (Smith, 1984). The "across the curriculum" effort has the double advantage of improving education through more active participation by students and is a fine example of a non-threatening horizontal team approach by bringing faculty from a variety of disciplines together to focus on the common objective of improving and enlivening teaching.

General Education

The sector of the traditional curriculum which stands in greatest need of innovation is general education. As Boyer and Levine have demonstrated, general education has tended to be the responsibility of no special agent within most traditional institutions. Integration and coherence, except at small institutions, has been difficult to achieve primarily because so many questions are politically resolved. Imaginative leadership and serious academic discussion are the essential prerequisites to improvement.

There are any number of noteworthy experiments at state institutions which demonstrate that it is possible to achieve more integration and active student participation without generating numbing controversy. The State University of New York at Stony Brook, for example, has enjoyed considerable success with its Federated Learning Community concept (McKenna, 1983). By combining existing courses under a general theme and by relying on a "master learner" to assist in integration, students are able to achieve a more coherent education while coming to understand more of their own learning process. If Boyer and Levine are correct in their judgement that general education programs must provide a sense of shared experience, then the restoration of a spirit of community in the classroom is essential and does reinforce content.

In terms of basic faculty development and better morale, this experiment has considerable benefits as well. Any departure from a system which channels students through a series of introductory courses emphasizing memorization of principals and more vocabulary is welcomed.

Non-traditional (Adult) Students

Other than offering more late afternoon and evening classes, most traditional institutions have not given much serious consideration to the needs of returning adult or non-traditional students. The frustration of adult students with traditional education has been abundantly revealed. Adults generally seek out those opportunities which call upon them to be actively involved. Because the humanities and other traditional subjects are often taught in lecture fashion, these areas are avoided. However, several innovations have been achieved which overcome this difficulty. First, and primarily for the undergraduate, is the external studies model in which a rather traditional course is "enhanced" by the responsible faculty member in such a way that it becomes possible for the adult to work independently at his/her own pace and yet to gather several times during an academic term with peers and the instructor. Although the use of study guides, tapes, etc. was perceived as desirable because the adult could pursue vocational or family responsibilities while completing a course of study, adult students have responded very favorably to these initiatives because they have recognized the value of active learning.

For the post-baccalaureate student, the development of Master of Liberal Studies Programs have proven very beneficial. What is featured in such programs is often interdisciplinary seminars as the core, supplemented by independent study. Because participating students and faculty tend to view one another as peers rather than as members of an unequal relationship, such masters programs have generated mutual enthusiasm for learning. Faculty members feel encouraged to innovate because they assume a high level of sophistication on the part of the students; and students have tended to be more creative because of the spirit of inquiry which pervades these programs.

Conclusion

A strong vision, articulated to students and faculty, about the nature of learning; about experimentation and active involvement, coupled with the freedom to innovate can achieve many of the results which have characterized innovative institutions. When traditional institutions of higher education seize those opportunities which are readily available, the real impact of non-traditional education will be more widely made.

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COMPUTER LITERACY FOR EDUCATORS: A NEW MODEL FOR RECRUITMENT AND TEACHER RECERTIFICATION

BY
Dr. Samuel Lee Hancock
and
Susan Quillian Lee

Abstract

As school systems have increased their utilization of computers, the demand for teacher training in instructional computing has become critical. Responding to requests from local school divisions and mandates from the State Legislature, John Tyler Community College has created a series of courses to provide this training. The courses are characterized by a flexible, practical approach to the use of computers in instruction and a recognition of the special computer literacy needs of educators. By successfully meeting these needs, the college has recruited over 350 educators as students and expanded its offerings into the area of teacher recertification.

RATIONALE

In recent years, a crisis in teacher education has been developing! Public pressure for computer education has increased and, in many cases, has been mandated by state law. A recent survey of parents showed that 66% favored required computer instruction for elementary students and 83% for high school students. (Phi Delta Kappan, Feb., 1984) Eighty-five percent of the teachers surveyed by Minnesota Educational Computing Consortium agreed that secondary students should have at least a minimal understanding of computers, but only thirty-nine percent felt that their own training was adequate for using the computer in instruction. (Pratscher, 1983)

Adequate training for teachers is essential if computers are to be utilized effectively in education. (Beck, 1981) As Shelia Cory says "It is impossible for a school system to know what to do with computers until its own faculty and staff know what computers can do."(Cory, 1983) Grady and Poirot point out that "if all students should be computer literate, teachers should be on an equal footing with the kids."(Grady and Poirot, 1983)

Educators' awareness of the need for training is increasing. Although 96% of teachers surveyed by Stevens felt that teaching computer literacy is the responsibility of elementary or secondary teachers, 83% did not feel qualified to do so. Whereas 46% of the surveyed teachers had not been interested in computer training in 1979, all respondents in a 1981 survey indicated interest.(Stevens, 1982) Principals surveyed by the Virginia Department of Education indicated that 71.1% of their faculty needed introductory computer awareness training and 81.6% needed more advanced computer literacy instruction.(VDOE, 1984)

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1 Dr. Samuel Lee Hancock is Director of the Division of Continuing Education, John Tyler Community College, Chester, Virginia.

2 Mrs. Susan Q. Lee is president of Educational Support Systems and Adjunct Instructor at John Tyler Community College, Chester, Virginia.

In many states, legislatures have mandated computer literacy requirements for students and teachers. Virginia is one of fourteen states which currently have such mandates. By 1988, all high school graduates will be required to have certain computer competencies. (Green, 1984) A Task Force Report on Microcomputer Inservice Training outlines three levels of teacher competencies: basic literacy, utilization in instruction, and specialization. Educators will begin by learning computer terminology and history, the computer's role in society and education, and simple techniques for operating computers. At the second level, educators examine methods for utilizing the computer in instruction, including designing, writing, and evaluating instructional programs. At the specialization level, educators work extensively in one or more aspects of instructional computing, including telecommunications, software evaluation, advanced programming, and additional languages (such as LOGO and Pascal). The goal is to have all teachers attain the level of basic literacy by 1986. It is hoped that by 1988 approximately one-third of the teachers will attain the level of utilization in instruction and that at least 5 to 10 per cent will be qualified in at least one area of specialization.(VDOE, 1983)

This crunch in teacher training is presenting many new opportunities for community colleges. Over the years, the community colleges have developed the reputation for quality in their existing training programs. Most educators live and work in close proximity to a community college campus. Furthermore, the community colleges are dedicated to providing on-site instruction with local school divisions. State education agencies(SEAs), recognizing the uniqueness of the teacher training needs and the already existing educational delivery system, have allowed the community colleges to move into the area of recertification. This benefits the community colleges because computer training for recertification will likely become a continuing need for educators. Thus, a large permanent market which was previously unavailable can now be tapped.

As educators are drawn to the community colleges for computer literacy courses, they become aware of other offerings in college transfer programs, alternative career areas, and CEU credit courses. Perhaps most importantly, as educators are gaining first-hand knowledge of the community college offerings, they are encouraging their students to utilize this rich, local educational resource. Furthermore, because of the rapid and effective response to this crisis, the community colleges have had an opportunity to provide leadership in a crucial area and extend their influence throughout the educational community.

PROGRAM DESIGN

The Computer Literacy Program for Educators is based on several underlying assumptions:

1. All educators must become computer users.
2. All educators can make contributions to their students in the area of computer literacy.
3. "Hands-on" instruction in simple programming exercises can help eliminate the computer phobia of many educators.
4. Instruction in computer use and software selection is more important than programming instruction.
5. The specialized needs of educators require courses with a different approach from those offered to data processing professionals.

Support for these assumptions may be found in a brief review of the literature. While Luehrmann, Vockell and Rivers may suggest teaching teachers how to use computers by teaching them programming (Luehrmann, 1984; Vockell and Rivers, 1984) , Slesnick opposes the emphasis on programming and suggests that teachers need to learn how to use the computer, not how to program it. (Slesnick, 1984) Support for the integrated approach to computer literacy is found among officials of several state departments of education interviewed by Spain. Bird of Florida comments that "Either you can integrate it into existing content areas...or you can treat the computer as its own content area...If computer literacy is your goal, then the best approach seems to be a combination of both." Brumback of North Carolina says the computer "should be used in all content areas, at all grade levels, and by all instructors." (Spain, 1984)

The importance of "hands-on" training is indicated by Pratscher who suggests short, simple exercises to provide success in the first thirty minutes. (Pratscher, 1983) Bell states that success in (hands-on computer activities) is really the best performance measure. (Bell, 1983)

Several researchers cite the need for specialized courses to meet educators' unique needs. Pratscher warns against using "computerese" with "machine-anxious" teachers. She urges that computer instruction be tied to teachers' use in their curriculum areas and that teachers be given honest information about the computer's promise. (Pratsher, 1983) Rawitsch points out the danger of teaching technicalities for their own sake. The educational perspective must be kept in mind. Most data processing courses contain extraneous material which is not necessary for educators and "its highly technical nature is a turn-off." (Rawitsch, 1981)

Working from these assumptions, John Tyler has developed a series of courses with the following goals:

1. To help educators become effective computer users;
2. To provide educators with techniques for sharing their computer skills and knowledge with students; and
3. To provide leadership and assistance to school divisions in the implementation of instructional computing.

To accomplish these goals, a sequence of courses was designed to provide educators with basic knowledge, computer skills, and an understanding of the potential and limitations of the computer as a tool in the educational process. The five courses follow a sequence which closely parallels the three levels outlined by the Virginia Department of Education.

Basic literacy is developed through two courses. Computer Awareness for Educators, a two credit course with twenty instructional hours, introduces novices to fundamental computer terminology and operations and surveys the history of computers and their role in society and education. Computer Literacy For Educators is a more comprehensive introduction to computers, as it contains forty to fifty instructional hours and provides four or five credits. Both of these classes include a brief introduction to BASIC programming and an overview of current computer application in education.

BASIC programming and instructional applications are explored in greater detail in the second level course, Microcomputer Programming and Software for Educators. This five credit course requires students to learn and apply BASIC programming in the production of instructional software appropriate for their own level. In addition, students design software evaluation forms and use them to rate commercially prepared programs. While the LOGO language is introduced, the emphasis is on BASIC.

Educators wishing to specialize in instructional computing may take the Advanced Topics and the Practical Workshops course, both of which are fifty instructional hour classes which give five credits. Advanced Topics includes additional work with LOGO and emphasizes techniques for teaching LOGO and BASIC. In the Practical Workshop course, educators apply their computer knowledge and skills to teach a computer literacy workshop to selected students in their own school districts.

The sequence of courses was designed to have a broad scope with a flexible structure to allow adaptation to the varied demands of the school divisions who would utilize them. One result of this flexibility is a wealth of student projects which have advanced the implementation of instructional computing in numerous ways. Many instructional programs have been created, from elementary math practice to Latin conjugations. Administrators have utilized programs for teacher evaluation, budget preparation, guidance reports, and sports statistics. The results of software evaluations have influenced actual purchases in many school divisions. Students will soon be contributing to a state-wide, on-line data base of software evaluations beginning in May, 1984.

The methods and materials used in these courses were carefully designed to meet the specialized needs of educators. A highly individualized approach with flexible assignments was implemented which allowed the apprehensive high school English teacher with a strong anti-computer bias to explore word processing. By the third day of class, this formerly reluctant computer user was composing poetry at the keyboard! Texts designed for use with middle school students were used to introduce keyboarding and programming skills. These were non-technical, non-threatening, and very practical for they provided teachers with materials which could be utilized immediately in their own classrooms.

The selection of instructors was also crucial to the program's success. It is essential that instructors for such a program be educators first, technical experts second. A knowledge of teaching principles and familiarity with a wide range of curriculum areas and levels is valuable. Instructors need an approach which in non-threatening and individualized. They must be flexible enough to handle a variety of equipment, teaching locations, interests and abilities. A knowledge of educational and administrative software is needed, as well as a knowledge of programming. All instructors for these classes were classroom teachers with practical experience both in teaching and computer use.

IMPLEMENTATION

Planning for the courses began in the Fall of 1982, when school administrators first expressed a desire for teacher training in computer literacy. Working with the Division of Continuing Education and the Division of Business, courses were designed and scheduled for Winter Quarter, 1983 in Sussex County Schools and Amelia County Schools. These four quarter hour courses in

Computer Literacy provided educators with an overview of educational computing, software selection and an introduction to BASIC programming. Through assistance from the systems' Assistant Superintendents, the college credits were recognized by the Virginia Department of Education for teacher recertification.

As a result of these successful courses, additional classes were held in Dinwiddie County and on the campus of John Tyler Community College. The latter class included students from a number of school districts, including professors from Virginia State University.

Following the summer class, Prince George County arranged for a series of classes in Fall Quarter, 1983. These two credit hour classes in computer awareness were designed especially to meet the requirements of the State Department of Education for teacher competencies in computer literacy. The same classes were then offered through the Hopewell School System.

Because of the success of the Summer Quarter class, Dinwiddie County arranged for another Computer Literacy Course in January, 1984, with a second course during Spring Quarter, 1984. In addition, a five hour Programming and Software Class was held in the 1984 Spring Quarter.

Both Hopewell and Dinwiddie County are planning additional classes this summer. Plans are also being made for two classes to be held at the College's Ft. Lee site. This central location will draw educators from many surrounding school systems.

SUMMARY AND EVALUATION

A summary of the courses offered to date show that 14 courses have been arranged in five different school systems. Approximately 350 students, ranging from classroom aides to assistant superintendents, have been enrolled. Ten school divisions and three private schools are represented. All school divisions which contracted for a class have arranged for subsequent classes. While most students have been classroom teachers or school administrators, several professors from Virginia State University, one County Treasurer, and interested School Board members have also enrolled.

Several factors have contributed to the program's success. First is the practical design which introduces computer programming, but stresses how to use computers. Competent instructors with strong educational backgrounds as well as computer expertise have been important. Another important factor has been that the program has been flexible enough to meet the changing needs of different school divisions. The College has been able to respond rapidly to requests from school divisions, in part because of the utilization of computers to handle correspondence, outlines, brochures, class rolls and materials.

The program continues to grow each quarter with additional teachers enrolling in new courses in more locations. Obviously, educators and school divisions feel that John Tyler Community College's Computer Literacy Program for Educators successfully meets a critical need. As a result, the college is recruiting new students in an influential segment of the population which may have long-reaching effects on future college enrollment.

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PROSPECTS FOR INTERDISCIPLINARY PROGRAMMING THROUGH CONTINUING EDUCATION

James Hartman
and
Irene Iwanchuk[1]

Abstract

This paper discusses the role that university continuing education units can play in supporting collaborative approaches to global and local problems, and considers some organizational, behavioral, and conceptual difficulties that confront the planning and implementation of interdisciplinary projects both within and outside continuing education units.

INTRODUCTION

The increased complexity of life in present-day post-industrial society has generated a host of global and local problems whose solution requires a collaborative approach on the part of various disciplinary sources of knowledge. Interdisciplinary research and teaching projects within the universities are one manifestation of this trend; however, their establishment and maintenance is affected by some inhibiting features of universities themselves and how they are organized. University continuing education units, on the other hand, can provide a context for a co-operative integration of knowledge in the production of programs addressing important social issues and problems. Indeed, the kind of innovative learning styles embodied in continuing education programs can facilitate the sort of interdisciplinary collaboration which remains largely underdeveloped in the university at large.

THE TRADITIONAL UNIVERSITY, SOCIETAL PROBLEMS, AND CONTINUING EDUCATION

One of the chief characteristics of the mainstream academic activities of the modern university is the organization of knowledge along disciplinary lines, reflected in the structures of the academic departments responsible for the administration of teaching and research. Some recent counter-reactions to the fragmentation and specialization of knowledge have included programs of general education, co-operative research projects, and an increase in the number of teaching programs involving clusters of combinations of courses focusing on social problems, intellectual themes, or human experiences (Wilson & Murray, 1974).

These developments in academic co-operation are related to the need to understand and resolve a variety of urgent social problems generated by the accelerated rate of technological development and social change. On the global scale, environmental protection, illiteracy, malnutrition, arms control, and international relations are among the most prominent examples. On the local and community level, attention is being focused on problems of urban development and housing, health and social services, and programs for women, new immigrants, the handicapped, and the unemployed. There has been a growing realization that comprehensive, long-term solutions to these problems are beyond the capability of any single discipline working independently. While the universities have an important responsibility to address social needs through their normal academic functions, such as teaching programs, research, and technical assistance, they are often held back from doing so by traditional conceptions of academic freedom, institutional autonomy, the chauvinism of academic disciplines, and preoccupation with their own social advancement (Botkin, Elmandjra & Malitza, 1979; Bok, 1982).

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[1] James Hartman is Associate Professor and Head, Department of Humanities and Social Services, Continuing Education Division, The University of Manitoba, Winnipeg, Manitoba, Canada.

Irene Iwanchuk is Program Co-ordinator, Department of Humanities and Social Services, Continuing Education Division, The University of Manitoba, Winnipeg, Manitoba, Canada.

Continuing education units, which present many non-degree programs related to social change, occupy a particularly sensitive position, in virtue of their situation midway between the discipline-oriented university departments and the social environment. Their ability to identify and interpret the nature and extent of social problems to the university arises from their style of operation, which frequently involves working through curriculum planning and advisory committees whose members include representatives not only of academic disciplines, but also of community groups and social agencies. Continuing education units are in a privileged position to further the goals of interdisciplinarity by providing an environment for facilitating co-operative interchanges between representatives of different academic disciplines.

COLLABORATION VERSUS COMPETITION

The realization that the complex social issues and urgent environmental problems of our time require qualitatively new solutions brings with it the demand for an alternative system of values based not upon competition, but upon co-operation and collaboration (Appley & Winder, 1977). Within universities, several types of collaboration are common. In the area of research, co-operative projects employing team members from different disciplines function on a short-term basis in response to particular requirements. Interdisciplinary undergraduate teaching programs allow students to undertake whole courses of study free of the restrictions of orientation to single academic departments. Of particular interest in the present discussion is the form of collaboration found in continuing education curriculum planning committees. In developing special educational programs for particular community needs, these committees search for directions or solutions by drawing selectively on the research and teaching resources available from the participating disciplines, without attempting to achieve their total integration.

Collaborative programming arrangements in continuing education units can foster desirable changes in educational services by improving the quality of programs and by producing more innovative approaches in curriculum planning, program development, instruction, and program delivery. Additional advantages include broader knowledge of the field, increased responsiveness to social and community needs, improved co-ordination of educational offerings, strengthening of affiliating groups, shared responsibility for professional growth, and exposure to outdated educational values (Hohmann, 1980).

The remainder of this paper will discuss a variety of organizational, behavioral, and conceptual problems which confront continuing education activities of an interdisciplinary nature.

ORGANIZATIONAL OBSTACLES

There are several obstacles to the extensive development within universities of collaborative projects crossing disciplinary lines. The chief of these is the academic department, the most important and influential component in university organization. Since the academic reward system is oriented to the recognition of visible contributions of faculty members to their respective disciplines through promotion, tenure, or merit pay, it is not well suited to situations in which the nature and extent of each person's participation is less obvious. This fact poses special problems for continuing education units in securing experienced faculty members for continuing education programs, as well as risks for the participants themselves who seek to gain due recognition for their efforts. Participation in interdisciplinary projects or other collaborative programming activities is not the surest path to job security for junior faculty members, and does not enhance the standing of senior faculty members in the eyes of their discipline-oriented peers. For these reasons, institutions have found it easier to support collaborative projects serving the interests of existing departments than true interdisciplinary ventures which transcend the usual departmental and disciplinary boundaries.

Since the academic department is also the budgetary unit of the university, interdisciplinary and collaborative activities may suffer due to inflexible budgeting systems. The creation of specially funded inter-departmental programs is comparatively rare, but in hard econômic times interdisciplinary programs not directly related to the traditional departmental teaching and research functions will not likely receive enthusiastic endorsement. Since the departmental organizational structure which supports the specialized research and teaching activities of faculty members cannot be expected to change significantly in the near future, some provision must be made for providing administrative and budgetary support for joint efforts without permanent commitment.

PROBLEMS OF HUMAN INTERACTION

An essential but often neglected aspect of interdisciplinary or other collaborative ventures is the social process through which conceptual, organizational, and other problems are resolved. Indeed, it is not so much the inability to resolve methodological or epistemological issues that constitutes the major obstacle to the success of collaborative groups as the failure to achieve a synthesis on the level of human interaction. An understanding of some fundamentals of group processes is useful in gaining an awareness of how members of a group move from an individualistic or autonomous type of activity to a participative one, thus enabling the group to achieve more integrative levels of decision making.

The fundamental distinction between task-instrumental and social-emotional functions of group processes suggests that much of the communication between members relates to the satisfaction of personal needs of group members, and that the maintenance and integration of the group depends on the extent to which they are met. Studies of small groups reveal considerable agreement on the general outline of the phases of group interaction (Gulley & Leathers, 1977). The earliest stage, variously referred to as the inclusion, orientation, or forming phase, is devoted almost exclusively to social facilitation, establishing dependency relationships, determining the level of commitment, and generally getting acquainted, with only superficial attention to the task at hand. Once the problem is addressed directly, however, the group passes through a control, conflict, or storming phase, marked by polarization around ideas, open dispute, reduction of ambiguity toward decision proposals, distribution of power, and a degree of shared responsibility. The behavioral characteristics of the following emergence or norming phase include group cohesiveness, reduced conflict, greater involvement in the task, and frequent agreement and decision. The final reinforcement or performing phase exhibits concentration of group energy on the task, further reduction in ambiguity, increased collective action, and integrated decisions. From this analysis, it is evident that groups formed to work on collaborative or interdisciplinary projects do not achieve optimal effectiveness at the outset; rather, true collaborative behavior emerges only after the appropriate participative relationships have been established at later stages of group development.

This description provides insight into how groups balance the social-emotional needs of the members with the requirements of the assigned task. However, conflict also plays an important part in the development of group communication and the achievement of consensus, and is affected by such intragroup forces as social influence, interdependencies, and leadership. While the destructive effects of conflict are obvious, conflict is not an unmitigated evil, for it may produce such desirable effects as increased concentration, expression of feelings on substantive issues, strengthening of group solidarity, increased mutual respect, and stimulation to productivity and constructive action (North & Koch, 1968).

CONCEPTUAL ISSUES

The close connection between the behavioral and conceptual aspects of team or group processes can be shown by relating the phases of group interaction to the characteristic stages of conceptual inquiry. In the inclusion or orientation phase, group members become familiarized with the task or problem by probing the data and entertaining simplistic hypotheses which, in turn, generate a sense of the complexity of the issues. In the second phase of control and conflict, members of the group advance their own solutions to the problem and compete with one another in attempting to resolve the problem of information overload. If the complexity cannot be resolved on a cognitive basis, personal and quasi-political alliances begin to form. In the third emergence or norming phase, the mounting pressures for convergence force the group to some resolution of conflicting ideas, ideally a coalescence around a solution tied to one person or subgroup which emerges as dominant. The connection between the behavioral and conceptual dimensions of group process is this: the adequacy of the solution will depend to a great extent not only on the group's proficiency in synthesizing conflicting intellectual perspectives, but also on its ability to resolve anxieties and interpersonal differences which accompany the pressure for closure. There is, then, a close relation between cognitive and non-rational processes: success on the non-rational, behavioral level is essential to the later appearance of rationality on the cognitive level (Schon, 1971).

Failure to acknowledge incompatible intellectual methodologies of contributing disciplines can bring bewilderment, frustration, and disappointment. These differences can be better understood by reference to four "truth strategies" (Thompson, Hawker & Avery, 1969) that guide diverse educational subcultures in their search for knowledge: scientific (maximum reliance on experience and codified reasoning), direct (high reliance on experience but a more specific approach to reasoning and evaluation of evidence), analytic (logically closed systems emphasizing codified reasoning at the expense of evidence and data collection), and inspirational (intuitive methods with little reliance on conventional techniques and experience).

Although not every discipline falls unequivocally into one or another of these categories, this classification contributes to an understanding of the dynamics of intellectual interaction in collaborative or interdisciplinary work groups. It may help to explain latent antagonisms and resistance to collaboration stemming from intellectual arrogance which inclines members of one discipline to regard representatives of other disciplines as wrong-headed or somehow second-rate. At the same time, co-operative activity may be helped or hindered by sub-group alliances which arise from affinities between members of different disciplines sharing a common truth strategy.

Research into the nature of faculty cultures suggests that fundamental differences between university professors also extend beyond the subject matter into the realm of values and ideologies associated with fields of specialization, and that unrecognized divergencies in educational values, teaching orientations, and life styles may adversely influence the operation of interdisciplinary activities unless measures are taken to accomodate them to the common goal (Gaff & Wilson, 1971).

CONCLUDING RECOMMENDATIONS

To conclude, the highlights of the preceding analysis will be reviewed within the context of some recommendations for the future. Although disciplinary organization within the universities reflects the ongoing need for specialization, some provision must be made for the recognition and support of interdisciplinary collaborative activities. A more enlightened attitude on the part of departmental chairpersons and members of promotion and tenure committees in rewarding university faculty members who participate in interdisciplinary projects, within or outside continuing education, is most desirable. This mental shift can only be achieved by a realization of the value of collaboration for the resolution of problems beyond the capabilities of independently operating disciplines.

Within the broader scheme of university organization, interdisciplinary projects could be accomodated within a special co-existing interdisciplinary center which would guide and administer the work of problem-oriented groups. This arrangement would provide accountability to the university and would legitimize the activities of faculty members participating in non-traditional educational programs. In the distant future, perhaps, a matrix form of organization, in which vertical, discipline-oriented units interact with horizontal project-oriented units in a way that preserves both dependency and autonomy, may supplant the traditional departmental organization (Shull, Delbecq & Cummings, 1970). The ultimate result of interdisciplinary activity may lie in a transdisciplinary structure, which would co-ordinate and integrate the insights of the isolated disciplines into a general conceptual framework that would make both education and research more socially relevant, as well as providing a basis for the selection and treatment of important problems (Jantsch, 1972, 1980; Kockelmans, 1979).

On the practical level, leaders of collaborative or interdisciplinary projects should be aware of the fundamentals of individual and group dynamics, of what are appropriate forms of behavior in particular situations, and should understand that the nature and extent of the various developmental stages in human interaction will depend on the task, the composition of the group, the time available, and other factors.

Finally, a deliberate attempt must be made to discard stereotyped notions about disciplinary boundaries. While disciplinary divisions are relatively permanent aspects of the organization of knowledge, they are not absolutely so, and considerable insightful interactivity can take place on their boundaries. Excessive territoriality not only prevents the successful functioning of interdisciplinary or collaborative activities, but also inhibits the expansion of knowledge generally. While the entire elimination of specialized disciplinary terminology is neither possible nor desirable, the development of communication channels that will diminish disciplinary isolation and encourage genuine collaboration is required. This can be achieved, in part, by the discovery of common descriptive elements in related disciplines and by developing some creative insight into the application of the concepts and method of one field to the subject matter of another.

University continuing education units can contribute to the permeability of disciplinary boundaries by more intensive programming activities which bring together representatives of various disciplines in planning and teaching contexts. The challenge presented to society by the global and local social issues identified earlier requires a new perspective on learning for their solution, one which is integrative and holistic, and which requires dedication to the value of collaboration as a means for the fulfillment of this goal.

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ARTICULATION PROGRAMS IN HUMAN SERVICES - TWO MODELS OF COMMUNITY COLLEGE AND UNIVERSITY PARTNERSHIP

Carol H. Hoare

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Abstract

This paper presents concepts essential to the development of formal transfer programs which provide the promise of university admission to community college students. The paper includes: reasons for the timeliness of articulation programs, two models of community college/university partnership for Programs in Human Services, and some challenges in the program development process.

INTRODUCTION

In a recent issue of Harvard Educational Review, Harold Howe notes that the education establishment is a disorganized system of quasi-independent institutions and agencies (Howe, 1984). Howe's thinking is important because he aptly captures a dominant problem in the U.S. system of education, that it remains an array of layered institutions with few formal linkages but many dependencies. With a projected decline in the number of traditional college-age students entering the higher education system, it is essential to think in terms of the solution that formalized linkages and explicit dependencies can pose in the quest to serve students and to develop as institutions. Just as institutional independence seemed important to development efforts in systems of the past, institutional linkage is essential in the mid-1980's and beyond.

THE TIMELINESS OF ARTICULATION PROGRAMS

Although the transfer function had its origins early in this century, articulation programs, or formalized transfer agreements between colleges, are relatively new. In recent decades, as community colleges and their enrollments grew, so did the number of students transferring to universities. In the 1970's and early 1980's, however, there was some decline in the transfer function and in the development of formal systems of transfer between two-year colleges and senior colleges (Kissler, 1982). Belief in the "False Promises" of community colleges for students (Pincus, 1980), waning enrollment of community college students in lower-division liberal arts courses, decreasing academic performance of transfer students at senior colleges (Kissler, 1982) and rigid policies in educational systems were among the factors responsible for this decline.

Into the mid-1980's, however, there is an increase in the number and in the variety, of formal and informal transfer agreements. While reasons for the timeliness of such agreements vary depending upon the region of the country, a number of factors can be identified.

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[1] Carol H. Hoare is an Associate Professor of Education and Coordinator of the Human Services Program in the School of Education and Human Development, George Washington University, Washington, D.C.

Factors in Program Timeliness

The current and projected appeal of formalized transfer programs and options has its inception in changing social/demographic forces, in altered variables within the education system, and in the shaping role of organizations which, while education-oriented in context, are external to the education system. From an Eastern and urban University perspective, some reasons for the timeliness of community college/university articulation agreements are found in the following factors:

1. Student Characteristics. With a rising median age, there may soon be an inadequate supply of traditional college-age students to fill enrollment quotas. Community college students tend to be older. Many also possess the "ideal" characteristics of the successful student: Maturity, career orientation and achievement motivation. Further, the cost of a first-rate university education is prohibitive for many students. Two years of study at the community college reduces these costs dramatically, especially for commuter students.

2. Education System Characteristics. Community colleges represent the keystone in our three-tiered system of post-primary education. A number of faculty members and administrators in the community colleges currently work "downward" with the high schools and "upward" with senior colleges. For example, one community college in Maryland currently serves as the middleman between five urban high schools and four articulating senior colleges.

3. Institutions' Survival Needs. Across levels in the higher education system, monetary and human resources have dwindled. Linkage across systems provides a medium for the enhanced utilization of these resources in a time of retrenchment. Appropriately used, formal transfer arrangements can serve both the community college and the university, and with decreased expenditures by both institutions.

4. Institutions' Interest in Serving Minority Students. There is an increasing concern for serving minority students in collegiate systems. Community colleges are the main entry port for such students into the higher system, serving large numbers of students from the international community. For example, according to data from the National Center on Education Statistics, enrollment in two-year colleges by Black non-Hispanics was 43%, by Hispanics 55% and by White non-Hispanics 36% of the total enrollment for all institutions in each of those respective minority groups in 1982.

5. The Role of External Organizations. The sponsorship of organizations such as the American Association for Community and Junior Colleges and the Ford Foundation in assisting and funding community college efforts to develop transfer functions is a harbinger of future directions. Twenty-four community colleges in prime urban areas throughout the country are currently in receipt of funds from the Ford Foundation to augment the development of transfer options and linkage systems.

When viewed as a composite of synergistic forces, these factors provide some insight into reasons for the timeliness and projected appeal of formal articulation programs. The American Association of Community and Junior colleges notes that, as of Fall, 1983, there were 1219 community and junior colleges in this country enrolling nearly five million for-credit students.

This largely untapped source of university students represents three-fifths of the Freshman and Sophomore students in the United States. The meaning of this resource in sustaining the survival of senior colleges is apparent.

TWO MODELS OF COMMUNITY COLLEGE AND UNIVERSITY PARTNERSHIP

In recent efforts directed to formalizing community college/university programs that provide ease of transfer for community college graduates, two articulation programs have been designed between area community colleges and the George Washington University Human Services Program. These are formal transfer programs between pre-professional programs and professional preparation in selected service fields. Upper-division "service" specialization is available in Rehabilitation Services, Health Services Administration, Early Childhood Education, Special Education, Therapeutic Recreation Services, Adult Education, Human Resource Development, Business Management, Information Services Management and other areas of study within the University.

Of the models currently in existence between the George Washington University Human Services Program and area community colleges, one was initiated in Fall, 1983. The second was designed in 1983 and awaits implementation. In both systems, students complete the equivalent of two years of coursework at the community colleges, earn Associate degrees and enter the Junior year in the University Program. In other dimensions, the models are dissimilar: one model is based on a lower-division general studies curriculum while the other is grounded in a combination of general studies and pre-professional specialization; lower-division curriculum requirements differ; the total number of credits varies; and there is some variation in content within foundations courses.

Model A

This articulation program[1] is based on a lower-division general studies program in which students complete a range of distribution requirements in Social Sciences, English Composition and Literature, Speech, Mathematics, and selected Elective courses. Upon satisfactory completion of 60 credits, students earn the Associate in Arts degree and are eligible for Junior-year advanced standing in the George Washington University Human Services Program. After entry into that component of the Program, students complete 66 credits of upper-division coursework. The curriculum is divided between professional core courses in the School of Education and Human Development and specialized courses in the selected service concentration component.

Model B

The second articulation program is based on a lower-division Human Services Program in which students select and specialize in the selected service area during the first two years of study. Alcohol Rehabilitation and Mental Health Studies are among the dominant specializations available.

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[1] I am indebted to an excellent working partnership with Dr. Righton Robertson, Associate Dean for Social Science, Prince George's Community College, Largo, Maryland.

In this Program, students complete a maximum of 63 credits in the Community College. Course requirements are divided among the selected specialization area, field-based courses in Human Services and liberal arts courses. Upon satisfactory completion of requirements for the Associate degree, students are accepted into the upper-division component of the Program where they complete the general and liberal arts requirements and complete core requirements in the professional component of study.

It is evident that, in designing articulation programs, flexibility is required. As indicated for the Human Services Program in Model B, the total four-year Program includes the preparation available to the student in specialization areas at the community college. This preparation serves as the basis for the upper-division component. The design requires some inversion of thinking in curriculum development efforts that would traditionally proceed from a first and second year liberal arts base to third and fourth year specialization.

CHALLENGES IN PROGRAM DEVELOPMENT

A number of dominant challenges have been experienced in the design of formal articulation agreements between the G.W.U. Human Services Program and area community colleges. These include: the challenge of combining the unique programmatic and curricular resources of the community colleges with university resources; the necessity of coordinating different State requirements for the Associate degree with the requirements of a private University for the Baccalaureate degree; and the necessity of incorporating the typical enrollment patterns of community college students in planning efforts. A significant challenge has been that of including, in programmatic philosophy and design, a working recognition of the fact that community college students tend to enroll in vocational programs and courses.

Other experienced challenges revolve around: the need to create a vehicle and environment in which qualified students will have the "promise" of university admission and will succeed; the unique characteristics of the student population that create dilemmas in the typical structured curriculum; planning requirements in the design and implementation phases; and, elements that are essential in ensuring that the formalized articulation plan will evolve as a process instead becoming merely a written production document. Considering potential pitfalls, the following suggestions are offered to educators interested in working toward the development of formal community college/university articulation agreements:

1. Follow Established Guidelines in Program Development Efforts. Guidelines for the development of articulation programs between community colleges and senior colleges are available from sponsoring organizations such as the American Association of Collegiate Registrars and Admissions Officers, the Council on Postsecondary Accreditation and the American Council on Education. Such guidelines should be followed in program development efforts.

2. Write and Disseminate a Statement of "Promise". Students tend to be skeptical about unwritten, informal agreements between institutions. It is vital that agreements be placed in writing, approved by the appropriate officers at each institution, printed and disseminated to community college students. Students in community colleges frequently lack information regarding the range of transfer options available to them. Dissemination of

printed transfer programs increases the probability that they will make intelligent, knowledgeable choices in current and subsequent program selection decisions.

3. Create a Students' "Bill of Rights". Providing competent and caring service to students in planning, advisement, pre- and post-admissions counseling and, sometimes, temporary hand-holding, eventually serves the respective institutions but it must be a priority item. Students require essential information and support services from community college and university professionals early in their programs — before errors in course, program and, perhaps, career selection are made. As Vaughan and Dassance (1982) have aptly observed, in articulation ventures, there has been a tendency to place emphasis on the transfer of credits instead of on the transfer of individuals. This tendency must be carefully avoided.

4. Increase the Likelihood of Students' Success. Some community college transfer students do not succeed in upper-division programs. In order to be fair to students, it is essential that academic predictor indices be developed and implemented. Careful advisement during the community college program can steer students away from universities and programs in which their likelihood of success is limited. The converse also applies. Many community college students experience insecurity regarding their ability to succeed in university work. Coordinated advisement by professionals in the community college and the university helps students select and make the transition.

5. Consider Students' Characteristics in the Planning Process and Involve Students in Planning/Implementation Ventures. Since students are the best source of information regarding the attributes of their peer group, it is important to build student representation into the planning phase. Vesting voting privileges in student membership on the Planning Council increases responsible representation. In the implementation phase, the formation of a organization of transfer students should be instituted. This organization can serve the dual functions of assisting transferring students in their transition from the community college to the university as well as providing valuable feedback to program officers regarding difficulties experienced by students.

6. Develop the Articulation Program as One of Partnership Between The Community College and the University. The best articulation planning proceeds from shared commitment and involvement on the part of key professionals from the community college, the university and community agencies. This ensures mutual ownership of, and commitment to, program goals. In the final analysis, however, it is the equal engagement and shared, working involvement of key professionals in the community college and the university that will ensure the operative success of the program.

7. Develop the Articulation Program as an Ongoing Process. Due to the accelerated rate of change, it is important to think of the articulation venture as a process vehicle. With time, attributes of students change, requirements of State education systems shift, monetary and human resources vary, requirements for service specializations change, and there are alterations in other areas of life affect educational institutions and their consumers. Careful planning in the development of articulation programs is essential. Programs should be firmly established and disseminated to students in printed form; however, the outcome is not a product chiseled in stone. Educators must approach the development of articulation programs with the flexibility and readiness to alter them with changing conditions and times.

CONCLUSION

An array of forces will challenge the future of higher education. In a time of depleted resources and with fewer traditional clients to serve, problems are frequently viewed as crises in the system; however, educators can view the composite of forces as an opportunity instead of as a threat. The currently non-organized array of institutions in the tiered U.S. education system is advantageous to the development of vertical interinstitutional linkages. And, in the development of such linkages, there are numerous potential rewards for students, institutions and educators.

For students, the community college/university linkage results in the enhanced availability of resources and opportunities. For universities, formalized articulation programs can result in better resource utilization and, perhaps, a new source of students. Further, since this partnership increases explicit collaborative dependency, it counteracts the likelihood that such dependency will be counterproductive institutions' survival efforts. For educators, the bonding relationships that develop between professionals in different institutions is but one bonus. Cross-fertilization of ideas, increased opportunities for professional development and other, less predictable spin-offs represent the opportunities which educators can anticipate in efforts towards the planned interdependence that articulation programs represent.

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EVALUATING EXPERIENTIAL LEARNING: THE PORTFOLIO

William Kemp
and
Roy Smith
George Van Sant

Abstract

The authors present a rationale and procedures for portfolios from adult learners which produce more uniform and better organized documents. The result is a decrease in the number of submissions, an increase in the quality of the portfolios, and greater reliability of assessment.

INTRODUCTION

As the number of adult students entering higher education rises, more and more institutions have offered some means of converting college-level learning achieved outside the classroom to credits toward undergraduate degrees. While CLEP, challenge exams, and credit by examination allow these students to show their mastery of a particular course, most older students find they cannot divide their life experiences according to the course descriptions and content of the undergraduate curriculum. Many institutions therefore allow adult students to submit for evaluation a portfolio summarizing the experiences for which they hope to earn credit. Unfortunately, the guidelines for preparing these often lengthy documents are typically vague, or even non-existent. As a result, preparing and evaluating a portfolio-based claim for college credit are often frustrating for the adult student and the evaluating faculty member alike.

This frustration is remarkably similar to that produced by classwork which does not provide usable guidelines for students. Since such assignments generate more anxiety than product, instructors complain loudly about the lack of quality in the results (and by implication the students). Perhaps in both cases the assessors/instructors deserve the lack of structure they find.

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[1] William Kemp is the director of the Master of Arts in Liberal Studies program and Associate Professor of English and Linguistics at Mary Washington College.

[2] Roy Smith is Professor of Psychology at Mary Washington College.

[3] George Van Sant is Professor of Philosophy at Mary Washington College.

The adult learner's adult status does not bring with it automatic ability to discern by intuition the unstated requirements of an unknown portfolio assessor. Building on the experiences of others, the nontraditional degree program at Mary Washington College developed early a portfolio system for matching student efforts with assessor expectations. We describe here one of what must be many potentially successful structured formats for the portfolio. And although the lessons of our experience are obvious ones, they bear repeating. An institution must know what it expects portfolios to be before it asks students to submit or faculty to assess them. Given a clear sense of a portfolio's purpose and structure, an institution can create successful ways of teaching students and faculty to work with them. For us, the results of achieving such an understanding have been a decrease in the number of portfolios presented (by virtually eliminating faulty or inappropriate ones), an increase in the quality of portfolios evaluated, and increased reliability of the assessment decisions.

THE COURSE

We present our portfolio plan to students in a short course on portfolio development which reviews the differences between classroom and experiential learning, defines college-level learning, explains the portfolio format our assessors expect, and reviews the assessment process. It carries one Pass/Fail credit, and meets for three hours on each of four successive Saturdays. After the course, every student has a conference with one of the two instructors to review portfolio prospects. By that time, the student will have decided whether or not a portfolio might succeed, and whether or not constructing one will be worth the effort. S/he will also have finished in at least rough form the resume, the brief autobiography, and the Learning Competence Statement which make up the first part of a Mary Washington College portfolio. All that will remain is collecting and organizing appropriate documentation and preparing the finished copy for submission.

Our aim in the course is to provide ideas, discussion, and advice which will help adult students describe experiential learning in ways a faculty member is apt to understand. Like eighteen-year-olds fresh from high school, adult students arrive on our campuses unfamiliar with the language and the conceptual structures through which we organize learning. In linguistic terms, they do not share our universe of discourse (Moffett, 1968). The first part of their problem is inability to describe learning gained outside higher education in ways recognizable to us. The second part of their problem is that experiential and academic learning have different shapes. The student who prepares a portfolio unaware of these difficulties must depend entirely on the assessor to identify, reorganize, and translate experiential learning into something for which the college is willing to give credit. Even more vexing, the unaware student is quite unlikely to provide the kind of demonstration or evidence which a serious assessor will expect. So our course has two aims: to help students understand what kind of judgment they are asking of the college when they submit a portfolio; and to provide a structure for the portfolio itself which will make their experiential learning accessible to exactly that kind of judgment.

The foundation of the course is a comparison of the methods, purposes, and shapes of experiential and classroom learning:

Experiential	Classroom
bottom-up	top-down
task-oriented	theory-oriented
incomplete, ragged	complete, rounded
loosely organized	tightly organized
retained well	retained poorly

The first important implication of these differences is that the experiential learner is less fluent than the classroom learner in describing hir achievements because s/he has not acquired that knowledge in a way designed to produce gradable responses. The second important implication is that experiential learning often crosses the boundaries between academic disciplines. Though work is not by any means the only source of experiential learning, it is the major source, and the learning which results has a typical configuration: less competence in any one academic discipline than a roughly comparable college student offers, but a far more powerful sense of how several disciplines interact.

Precisely because experiential learning has these characteristics, and especially because it is theory-poor, we start our students out making a Life Chronology in which they list all personally significant experiences since high school (Forrest, 1977; Knapp, 1977). This Chronology becomes the raw material for all later work in the course--translation work, in which the students identify creditable experiential learning and organize it in academic terms.

To identify creditable learning, we establish that the college does not award credit for normal adult competences and experiences, whether balancing a checkbook, raising children, or burying one's dead. The death of a child or spouse is the most devastating of human experiences, but its importance does not translate into credit because college credits do not measure intrinsic value. They recognize degrees of achievement of a particular kind. Any instance of college-level learning must contain an organized body of information; procedures for verifying, manipulating, and expanding that information; and theories which both guide the procedures and explain how the given field of learning connects to and differs from other fields. Having some sense of what college-level learning looks like, students are able to work through their Chronologies purposefully.

After presenting this conceptual framework, we move directly to the details of our portfolio format, then spend the last part of the course examining how assessors evaluate portfolios. Most students leave the course having decided whether or or not submitting a portfolio makes sense for them. So far, all those who have submitted a portfolio have won some credit. Our program has awarded 197 degrees since 1977, and we have 216 students currently enrolled. Over the last seven years, approximately 200 students have taken our portfolio course, and 76 of them have actually submitted portfolios (some more than one). Our average credit award has stabilized at 4.6 credit hours per portfolio. Some students decide during the course that they do not have creditable experiential learning. Others take CLEP or challenge exams instead of submitting portfolios. Still others decide that preparing a portfolio is too much work for the amount of credit they are likely to get.

THE FORMAT

Our portfolios have six required parts:

an acknowledgments page
a table of contents
a resume
a brief autobiography
one Learning Competence Statement
documentation.

The first three parts are purely functional. The acknowledgments page aligns the portfolio as a piece of student work with the requirements of our Honor System, and answers one of the questions assessors ask most frequently: who has helped this student do this work? The table of contents requires the student to number pages and allows cross-references. Anyone who has worked with forty pages of jumbled documentation supporting an experiential learning claim will recognize the value of this simple device. The resume fills an equally simple but important purpose. In our first faculty workshops on portfolio evaluation, we found all potential assessors to be deeply curious about the people whose lives they were preparing to review; in rhetorical terms, the resume provides a persona for the student.

The autobiography has a more academic function: to introduce the later claim for credit, which should organize the entire portfolio. The student must select, organize, and narrate significant events of hir life so that the Learning Competence Statement is a logical outcome, achieving by the end of the autobiography a complete transition from writer-based to reader-based prose (Flower, 1979). This rhetorical transition parallels the conceptual reformulation of personal experience into a claim of academic achievement. By the end of the autobiography the student will no longer be telling about hirself; s/he will be advancing a supportable claim which a faculty member can evaluate.

Following Forrest (1977), we label this claim the Learning Competence Statement, and require it to be a single sentence constructed according to a simple formula:

> I know the (--a--) and the (--b--) of (--c--) well enough to (--d--) (--e--); specifically, I can (--f--).

The blanks in the formula can be filled with a number of words which differentiate the extent and level of competence being claimed. For example:

a. theory, principles, rules, systems, classifications, etc.
b. methods, procedures, treatments, functions, etc.
c. computers, counseling, sales, teaching, etc.
d. design, teach, use, organize, etc.
e. programs, offices, clients, tools, etc.
f. specific claim of ability

The student tailors a specific claim for creditable learning which typically contains (a) a claim for some theoretical understanding, (b) a claim for knowledge of applications, (c) a clearly delimited area of competence, (d) a statement of the level of demonstrated competence to be documented, (e) a statement of the materials with which this competence is demonstrated, and (f) a summary claim of specific current level of mastery. For example:

> I know the theory and methods of business administration well enough to evaluate small businesses and their likelihood of success; specifically, I can support myself as a loan investigator for small business loans.

In short, the Learning Competence Statement is analagous to the thesis sentence of an argumentative essay, or the hypothesis of a research report.

Once the student has written a clear claim of competence, s/he can collect and organize documentation to support the various parts of the claim. We suggest that the student provide evidence of the opportunity to acquire the learning claimed, testimony by someone else that s/he has acquired the competence, and if possible some demonstration or examples of competence. These specifications further organize the documentation and help eliminate blanket letters of endorsement which say nothing about the competence the student claims. Shifting the focus from quantity of documentation to support for a clear Learning Competence Statement is the heart of our portfolio plan. It clarifies for both student and assessor the area of learning in question, and the approximate degree of competence at stake. It also gives the assessor something recognizable to assess--a claim, and supporting evidence. Treating the Learning Competence Statement as a claim to be supported in the documentation section, we allow only one such statement per portfolio. Separate claims must go in different portfolios and have different documentation.

ASSESSING PORTFOLIOS

The final part of the course examines assessment, so that students understand our administrative procedures and are ready for the interview with their assessor which our system requires. From the assessor's standpoint, the interview extends portfolio documentation by providing an opportunity to explore materials the student has presented, and request additional materials. It also allows for probing the student's competence; in assessment training sessions we suggest that assessors devise interrogation plans for locating the boundaries of that competence and keep after the student until a whole series of unsuccessful responses occurs. The accumulating areas of unknowns begin to define the known.

Because students often misunderstand the purpose of such probing, working through the interview in advance helps them considerably. They are at least a little prepared from the psychological discomfort of repeatedly confessing ignorance, and can usually keep clear in their heads that the assessor is not an antagonist. For many students, playing the assessor's role in class also crystallizes the shift from personal/narrative to academic/analytic presentation we want to achieve in our course and our portfolios.

Outside the framework of the course, we use a standard evaluation report for portfolios, distribute guidelines to all assessors, and hold regular training sessions for assessors which cover the material of our course along with a fuller treatment of assessment methods, assessment criteria, and interviewing techniques. A standard portfolio format makes assessor training easier and quality control more reliable. While the ultimate assessment is in the hands of the expert in the field, understanding the mechanics of preparing and submitting a portfolio allows hir to do a better, more equitable job.

CONCLUSION

This structured approach to portfolio development has produced several benefits. Perhaps most important, students preparing portfolios can divide the process, overwhelming as a whole, into a series of smaller steps. Our experience has been that the students see these steps as challenging but quite within their capabilities. In addition to benefits for the student, the better organization has reduced assessors' problems in identifying and evaluating the claims made by portfolios. The burden of initially labelling the area of competence has shifted from the assessor to the student, and the student has learned to provide orderly support for the claim. Finally, the common expectations of student and assessor have eased tensions between the two. We strongly recommend that any institution using or planning to use portfolios adopt a clearly structured portfolio design. We further recommend that this structure be taught carefully to both students and assessors. Our system has worked well for us, and it should work well for others too.

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ACTION LEARNING CONCEPT AS APPLIED TO MANAGEMENT EDUCATION

George Korey

and

Yvonne Bogorya

Abstract

In the first section of the paper, Dr. Korey defines the concepts of experiential, action, and management action learning. He discusses basic components of the Action Learning (AL) and Managerial Action Learning (MAL) processes. In the second part, Dr. Yvonne Bogorya provides an application of the concepts to Management Education systems as exemplified by the Canadian School of Management model. Fundamental principles of curriculum design, learning attitude, teaching style and "action skills" application in the programs are discussed as they relate to a more philosophical understanding of the "action" approach.

PART I

MANAGERIAL ACTION LEARNING CONCEPT

George Korey

Terminology

Experiential Learning

It seems that clear definitions are needed to define concepts of experiential learning, action learning and managerial action learning.

A recently published report in the United Kingdom "Report on Further Education" defines the first of these concepts as follows:

> "...experiential learning means the knowledge and skills acquired through life and work experience and study which are not formally attested through any educational or professional certification. It can include instruction based learning, provided by any institution, which has not been examined in any of the public examination systems. It can include those under-valued elements of formally provided education which are not encompassed by current examinations. It is a definition specially designed to identify a category of learning which can be included among others as evidence on which decisions can be taken for admission to award-bearing courses in further and higher education. It refers only to learning acquired according to the definition before entry to any course. It does not refer therefore to any form of experiential learning which comes from planned experience and is somehow assessed as part of a course by an education institution. It is not concerned with opportunities for using experience for participatory learning. It is concerned with opportunities for entering courses, and for gaining remission of study to shorten a course."[1]

Dr.George Korey is the President of the Canadian School of Management, Toronto, Ontario, Canada.

Dr. Yvonne Bogorya is Dean, Academic Affairs and Member of the Board, Canadian School of Management, Toronto, Ontario, Canada.

Action Learning concept was conceived some 30 years ago by Professor Reg Revans, formerly of Manchester University and Inter-University Foundation in Belgium.

Revans makes the distinction between the knowledge and skills and states that the learning process cannot be solely the acquisition of new programmed knowledge, but that it must be combined with insightful questioning and exploration of the unfamiliar based on the managerial experience in dealing with change.[2]

Managerial Action Learning

A modification of Action Learning concept, developed and perfected by the Canadian School of Management is based on the integration of knowledge and managerial skills, and of theory and practice. It is essentially a re-interpretation of the old idea of learning by doing and working with others (internship, mentorship, apprenticeship).[3]

In this paper we will deal primarily with the two concepts of Action Learning (AL) and Managerial Action Learning (MAL).

MANAGERIAL ACTION LEARNING

Action Learning is an educational approach advocating that the learning process cannot be solely the acquisition of new programmed knowledge - but that it must be combined with insightful questioning and exploration of the unfamiliar based on the managerial experience in dealing with change.

According to Revans: $L = P + Q$ where: L = Learning
P = Acquisition of Programmed Knowledge
Q = Questioning Insight,

while P is the traditional instruction material learned in traditional academic institutions, Q is the main idea of action learning.

Revans agrees that there is a dual nature of true learning:

> "There is first the need to amass programmed knowledge (technical expertise, functional specialism) or the fruits of authoritarian instruction, here designated as P, and duly described at length in the syllabuses of teaching institutions of all kinds, from universities to training centres for the mentally handicapped. But then, especially today, there is the need to master the taking of decisions in circumstances of change so violent as to be confusing; this calls for an ability to pose useful questions when there can be no certainty as to what next might happen.
>
> This questioning insight we designate as Q; it is something quite different from P, and is exercised by leaders, while P is deployed by experts. In the design of action learning programmes it is absolutely essential to make clear the distinction between P and Q, even if, in most of life's troubles, the manager is called on to exercise some of each. (If we denote learning by L, then $L = P + Q$: our equation)."[4]

Action learning does not reject all formal instructions (P), but its proponents say that unless this formal instruction is supplemented with the insight and managerial experience - the use to which a wealth of programmed knowledge may be put - is limited. Action learning deals with real problems to which different managers might find different solutions depending on their own vast personal experiences. In action learning these discussed contributions of experienced managers - play the extremely important role of imparting practical (managerial) knowledge. Dealing with real problems - AL differs from the Case Study Method which is only a non-risk simulated exercise.

A paper "What do managers really do" - by IMCB[5] - provides a useful description of three basic roles of a manager: - the interpersonal role; - the informational role; - the decision making role. As far as interpersonal role is concerned - the manager represents his organizational unit, maintains network of contacts with others in the organization and provides leadership to the people of his unit, defining their goals and motivating staff to achieve them.

His informational role is to obtain and scan information of relevance to his unit (monitoring), to be disseminator of information and spokesman about his unit to the outside world.

The decisional roles see the manager as an entrepreneur who looks for opportunities and initiates change, handler of conflicts and disturbances, resource allocator and negotiator. In this last role the manager negotiates with his superiors about targets, schedules and resources as well as with customers, suppliers and unions.

Since the manager's job requires him in practise to adopt each of these roles - an action learning approach, assisting in development of managerial skills - can be practical and useful.

While it is true that to some extent managers might apply re-interpretation of their past experiences which could be subjective and even ill-structured - the opportunity of exchanging experiences with other managers equally anxious to find best solutions - is invaluable. Group discussion of real-life responsibilities teaches them to provide and to accept criticism, advise and support needed to develop their own managerial skills. Reporting, analysis and planning of real-life-action provides ideal setting for managers to learn from each other seeking not only knowledge and expert advice (P) - but also developing their own insightful questioning ability (Q).

According to Revan's "Exactly as managerial learning is a social exchange in which managers learn with and from each other during the diagnosis and treatment of real problems (and opportunity), so may teachers of management learn together, with either managers or other teachers, by tackling the design, introduction, conduct and review of action learning programmes".[6]

Revans insists that scientific method is used in the approach to action learning:

> "The structure of the approach to experimental investigation known as the scientific method - as distinct from dialectic and sophistry - identifies five successive stages (observation, provisional hypothesis, trial, audit and review) and is identical to those of:
>
> -The rational decision (survey, first decision, pilot run, evaluation, and final decision).
> -The learning sequence (awareness of ignorance, new idea, taking a chance, watching effect, remembering for next time).
> -The advisory argument, either given or received (admission of need, cho of counsel, test of confidence by action, estimate of outcome, confirmation - or rejection - of counsel).
>
> The deliberated diagnosis, prescription and therapy associated with action learning thus makes deciding, learning and advising all three aspects of the same essential and logical process - the application of the scientific method to changing real systems managed by real people; this simple analysi suggests that the distinctions drawn by academics between research, action, learning and communication are highly artificial, if not knowingly

misconceived; there can be no action without learning, and no learning without action (see Figure below)."7

Element of grammar	Five stage cycle of scientific method					Apparent human process
	(1) Survey or observation	(2) Theory or hypothesis	(3) Test or experiment	(4) Audit or evaluation	(5) Review or control	
First person	Admitting one's own ignorance	Guessing at likely knowledge	Referring to reliable authority	Assessing measure of agreement	Retaining or dismissing guesswork	Learning
Second person	Admitting need for support	Speculative discussion on support	Co-operating in realistic rehearsal	Arguing over results	Reinforcing or ceasing co-operation	Advising or being advised
Third person	Marshalling associative clues	Defining trial strategy	Pilot with controls	Comparing pilot and forecasts	Confirming modifying rejecting strategy	Deciding by taking action

Six sequential phases of action learning are in effect similar to the approach that a management consultant takes on an assignment:

1. Analysis - to identify key issues and problems,
2. Development - search for sources of information and opinions,
3. Procurement - availability of resources
4. Assembly - of collaborators and their assets
5. Application - implementation of proposed strategy
6. Review - of efforts, achievement and tracing of learning process.

The first three phases are diagnostic in nature and the last three phases are problem-solving.

There are, according to Revans, four principal exchange options in Action Learning:

1. A familiar problem in a familiar setting,
2. A familiar problem in an unfamiliar setting,
3. An unfamiliar problem in a familiar setting,
4. An unfamiliar problem in an unfamiliar setting.

These of course, are individual perceptions of managers participating in Action Learning exercises. What for one manager is an unfamiliar problem - for another one may be a very familiar problem which he already solved in his company. What for another person is an unfamiliar setting - maybe quite familiar for another one. Therefore exchange of points of view of a group of experienced managers provides meaningful contributions of insights and expertise - that no one can hope to learn from textbook or traditional instruction offered by, let us say, a Ph.D. in management, who never have gone through an agonizing experience of a senior manager facing real risk of financial loss or breakdown of company morale.

A modification of the Action Learning approach is the Canadian School of Management's concept of Managerial Action Learning. It is essentially a reinterpretation of the old idea of learning by doing and working with others (internship), combining both theory and practice.

CSM postulates that in management education better understanding of the relation between knowledge and action is needed. Recent AACSB conferences provided serious criticism of American Business Schools - that they are not giving enough attention to such topics as creativity and problem solving, leadership and social responsibility. CSM responds to these needs by including in its programs such non-cognitive or "action skills" as communications, group dynamics, planning, decision-making, problem solving, business ethics, leadership, or social responsibility. Again - it is CSM's experience in working with senior executives that these action skills can easier be acquired through the concept of learning by doing, internships or working with others - or Managerial Action Learning.

> "Traditionally, higher education has been based on a program of study requiring obligatory attendance at a university or college, thus limiting its accessability for adults who work full time. The conventional classroom oriented program serves only a limited purpose for mature professionals with a wealth of relevant experience.
>
> The founders of Northland Open University are committed to the principle that much learning takes place outside the classroom. We believe that competencie and skills acquired through professional training should be evaluated and integrated into an individual's plan of study. In this way CSM/NOU offers a sensible and stimulating alternative to the traditional programs of education offered to professional people." (CSM/NOU Catalogue)

All programs of CSM - which is a college of advanced management serving only experienced managers and professionals - provide flexibility for study utilizing four main components:

1. Course Work Component
   Upon admission, each student is asked to complete a specified number of courses depending on his/her advanced standing and professional and educational needs. Advanced standing is only granted towards the Bachelor level programs. The courses are selected from all major areas of study covered by the program in which the student is enrolled.

2. Internship Component (Applied Study Component)
   In professional field-based programs student's area of employment is a natural site selection for their field experience. A student's field of experience is therefore considered an integral and highly significant part of the program. Integration of theory and practice has to be demonstrated through the presentation of a Special Project Report based on study activities undertaken during the internship term (equivalent to two courses).

3. Independent Study Component
   Independent Study is offered to those students who cannot attend the tutorials or whose background makes this way of studying preferable for them. Such students are either registered as "students at a distance" or take individualized study and reading courses in specialized areas. This option is available only to advanced students.

4. Research Component (Dissertation)
All students enrolled in degree programs must write a Final Dissertation to fulfill their degree requirements. The Dissertation for the Bachelor degree is equivalent to two courses, and for the Masters degree is equivalent to four courses. It should reflect the student's analytical skills, knowledge of research methods, ability to understand general management principles, and to apply these principles to the actual job environment. The topic should be related to the student's professional work experience as well as to the specific degree objective.

- CSM/NOU Catalogue.

The confirmation that CSM's approach is what is needed in management education is growing and vocal. It comes not only from business, industry, health and public sector - but also from enlightened academics like Robert B. Denhardt. In a paper "Action Skills in Management Education (College of Business and Public Administration, University of Missouri-Columbia) - Denhardt states:

> "...our approach to management education in the past has been based on an unfortunate distinction between knowledge and action, with an emphasis on the former nearly to the exclusion of the latter. In part this difficulty is an outgrowth of the theory-practice dichotomy implicit in the positivist mode of knowledge acquisition, which has guided the social sciences, including business and public administration, for the past several decades. But the problem is also a pedagogical one, a failure of educators to accept the "real world" as an appropriate location for learning and a reluctance to approve educational experience outside the traditional classroom."[8]

Action Learning is also used in CSM's internship Applied Managerial Study component where actual managerial experience is a prerequisite in formulation and conduct of a Special Project. Next step - namely, sharing of findings and solutions with other co-learners is through presentation of a Report describing the Special Project and its results.

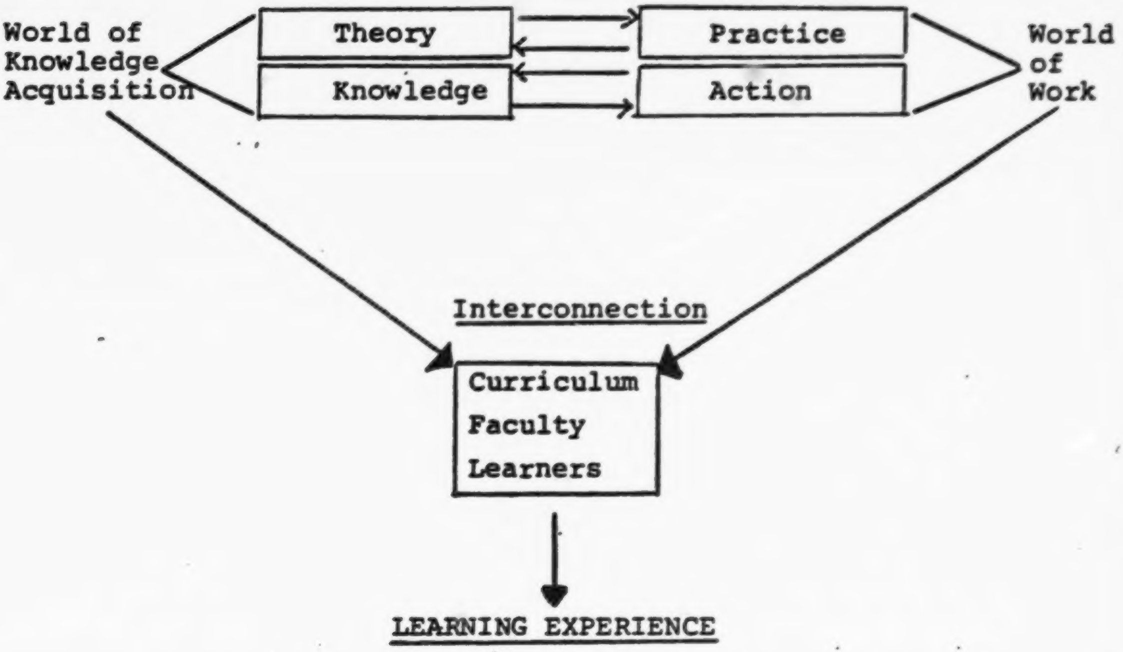
There are also elements of Action Learning in the Independent Study Component - providing for discussions of program with peer group and individual Faculty Advisor, as well as in the Research Component (Dissertation work) which is an integrative problem oriented managerial research project - discussed at stages - with peers, Faculty Advisor, Program Director and Faculty composing a Dissertation Committee. It is also essential that all learners in the Canadian School of Management programs are placed in real internship situations, where they can relate their course work to field experience.

Thus the "real world" becomes a lively component of the educational program and the interaction can occur.

PART II

MODEL OF ACTION LEARNING PROCESS USED AT CSM

Yvonne Bogorya



The interconnection between the world of work and the world of theoretical learning (knowledge to be acquired) occurs if the learning process integrates theory and practice in its program design.

When planning a curriculum it is absolutely essential to use a variety of methods which ensure a proper balance between academic content and practical application of the principles. This can be achieved only if proper consultative process is used. For example, when planning its programs the Canadian School of Management consulted some experts in the professional field (professional associations and organizations), to receive advice on program objectives, proper selection of courses and course materials. What is being taught and how was as important as who is teaching and what kind of program is being offered and to whom. In this respect the Canadian School of Management took care to consult practitioners and pre-plan the program content to create an active system of learning. The Action Learning Approach will not produce desired results if only some courses concentrating on "action skills" will be added to the otherwise traditional program. It is the totality of the approach that is important. Certain practical elements have to be stressed when curriculum is being designed. These are:

1. emphasis on learning through experience (post accumulative and current experience of every learner acquired in the world of his/her work) and on relating of that experience to the theoretical knowledge obtained by reading and learning from Faculty.

2. incorporating practical situations and "action skills" in the learning material provided in the course. This can be done in a variety of ways:
    - by analyzing case studies,
    - writing one's own commentaries on real life situations,
    - by creating real case studies based on current experience of working within an organization,
    - using films, videos, getting involved in discussions and sharing of various points of view,
    - writing assignments in which "action skills" are used and application of the theory is analysed and interpreted,
    - using a problem-oriented approach - so-called "Action Research" where researchers act as consultants who lead to best possible solutions. In this process the ability to analyze, interpret, to estimate alternative actions, to draw conclusions and make decisions, is practiced.
    - by doing field research - conducting interviews, adminstering surveys, analyzing questionnaires. Field research allows to learn more about one's own organization and about others; it encourages comparing observations, collecting data from the field, sharing information and opinions and expanding one's view (get out of the limitations of one's own organizational context),
    - including cassettes, tapes, discs or any other learning aids to share information obtained from the world of "work",
    - using current articles published in professional journals and newspapers, reading business reports and other non-academic sources.

3. facilitation of learning by proper guidance and consultation. Faculty members teaching in the program should believe in action learning approach and possess practical experience - in this case experience should be drawn from working in business environment. Faculty teaching style is very important. To use properly Action Learning Approach, Faculty members who teach in the program should be able to integrate theory and practice, to relate to real situations in the world of work and to be able to draw from the rich resource of the learner's organizational setting information that helps in bringing solutions and can stimulate discussion.[9] Participative style has to be used to provide input of learners. Instead of being passive, or following one set of principles or behavioural models, learners interact, share their learning experiences, provide examples from a real working environment.It is important that Faculty members will see themselves as facilitators who stimulate interaction and exchange of ideas, and help to reach conclusions. A dynamic two-way learning process in which adults can safely communicate their knowledge and experience is encouraged. Professors should get rid of their lecture notes and be prepared to engage in the process of exchange of information. Active participation is action learning. Application of the knowledge acquired in the process is the purpose motivating the teaching process. Use of a non-threatening approach in which adult learners are respected as individuals who already have some prior learning and experience and who can be highly motivated and self-directed will lead to a more communicative style of teaching which in turn will result in a more imaginative challenging, and integrative approach. Links between the world of work and the world of theoretical learning will be established as soon as the learners will be able to see that education acquired within the program does relate to real life situations. This totality of learning experience - without separation of School from educational content and professional life will be truly integrative.

Thus all three elements of the learning process: The Program (curriculum); the Content (courses taken); and the Learning Experience acquired by the participants (learners) will involve linking of the theory and practice. This linking has to be deliberate, pre-planned, properly interjected into the programs offered. The philosophy of the program has to be in agreement with the program components, otherwise, objectives cannot be achieved.

Therefore, one of the essential questions for the educators is whether they can develop such a philosophy and if so, can it be fully implemented in the programs they are offering. This type of decision requires full commitment on the part of academic and administrative staff.

As the components of Action Learning have to be interjected in the whole program offered, Faculty members and the Academic Council have to be supportive of the concept. This basic philosophic understanding of the relation between knowledge and action and between the theoretical and practical perspective requires a more practical approach to management education, whereas some scholars tend to be so highly theoretical that they will reject this type of thinking. This is why some traditional universities have not been successful in application of Action Learning concept.

Recent recommendations of AACSB sound optimistic in a clear emphasis on "non-cognitive", "action skills" defined by them as communications, creativity, problem-solving and decision making skills but sporadic attention to these areas will not solve the problem.

It is the underlying philosophical approach both in the selection of subjects taught and in practicing certain styles of teaching that is absolutely essential. It is not possible to use a traditional curriculum and add to it certain "action skills" as subjects. Understanding of the real world of work, bringing in a practical perspective, concentrating on constructive communication, group dynamics, case studies, relating programs to realities of organizational life (via internship situations and use of experienced Faculty members) - all these are necessary elements for "action"-oriented and realistic management programs.

A fundamental change in thinking, in innovative designing programs that fulfill such objectives and in developing a more unified approach, where those who teach will not reject the world of practical application, will be needed to enable educators to move in this direction.

Apparently, this observation has been confirmed by Dr. Denhardt, Professor of Public Administration at the University of Missouri in his paper "Action Skills in Management Education". While agreeing with AACSB statements to incorporate action skills in the programs he emphasizes the need for proper re-structuring of the curricula in order to develop skill-based educational programs which will not separate knowledge from action. In his opinion, it is also important to integrate facts and values in order to create settings in which students can learn to act under conditions of complexity, uncertainty and stress" which normally occur in working environments. This can be accomplished by proper attention given to internship and field experiences. The internship experience may be insufficient if it is not properly related to the coursework. "Processing" of that experience by making a learner reflect on the value of the learning experiences acquired has to occur: "Students must take positions, defend those positions under pressure, they must make moral judgements and work with others to pursue their objectives (...) Unfortunately, such experiments have encountered some opposition among Faculty and administrators, who recognize meaningful participation in program design, and administration on the part of students as a challenge to their traditional authority."10

Unless the Faculty will be able to be less rigid and authoritative, being prepared to listen, evaluate feedback and to draw meaningful conclusions, the educational programs offered will be deprived of such interaction. The ability to recognize the realities of the organizational life and to accept the need to face real situations - where knowledge can be tested and applied - would probably be essential to incorporate Action Learning Approach into our educational systems.

Especially when we deal with management education such an approach is absolutely necessary to meet educational needs of adults who are currently in the workforce. Also young graduates of business programs have to be aware of the realities of the business environment and have to develop skills which help them to relate theory to practice and to think creatively.

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INTEGRATING LIBERAL STUDIES THROUGH A PROBLEM-SOLVING APPROACH

Ryan A. LaHurd, Ph.D.

Abstract

Thiel College's upper-level Honors Integrative Course offers a unique approach to integrating liberal arts and technical disciplines by means of combining studies of creativity, systems theory, and problem-solving into one year-long course. The main goal of the first semester is defining the nature of true integration by revealing the interconnections among the three studies. In the second semester students independently research a problem using the integrative problem- solving techniques investigated in the first semester.

INTRODUCTION

In the landmark poem The Waste Land, one of T. S. Eliot's poetic voices cries out in despair: 'I can connect/Nothing with nothing.' Too often students of the liberal arts experience that same frustration. The various courses and requirements of general education programs often possess as their only unification the fact that they appear together on students' transcripts. Integrating or integrative programs and courses represent an attempt to replace such disconnectedness with a sense of the unity or interrelatedness of knowledge. Unlike an interdisciplinary course which places two or more disciplines side-by-side in an attempt to solve a problem, answer a question, or see what they reveal about each other, an integrative program focuses on the discovery of connections among various approaches to knowledge and truth.

In designing its Integrative Honors Program, the faculty of Thiel College relied heavily on two academic experiences to reveal these connections. The first, a year long course for underclass students, orients study from multiple disciplinary perspectives toward several themes and problems such as defining human nature or exploring aspects of freedom and determinism. The second course, the subject of this paper, caps the honors program for upperclass students. In this course integration itself becomes the matter under investigation-- the problem around which the course effort gathers.

The assumption that an integrative approach to knowledge or worldview surpasses other approaches underlies the entire honors program. The assumption that the definition of a truly integrative approach remains moot underlies the upper-level integrative course. The course examines three types of integrative approaches: creativity, systems theory, and contemporary problem-solving strategies. Each of these approaches attempts to deal with the

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Ryan LaHurd is Associate Professor of English, Chair of the Department of English/Speech/Theatre, and professor in the Honors Program at Thiel College in Greenville, Pennsylvania. Dr. LaHurd designed and teaches the course described in this paper.

world largely by ignoring traditional discipinary boundaries and atomistic perspectives. Further, each of them, usually self-consciously, offers an argument for the need to see the interconnections among branches of knowledge and ways of knowing. Ultimately, as the course progresses, these three approaches become integrated under the label of "problem solving."

CREATIVITY

The course begins by experimenting with and examining creativity for several reasons. First, creativity remains one of the most alien areas of study and experience in students' lives. Culturally and academically, creativity is largely denigrated as unproductive, impractical, and unscientific (in a society where "scientific" means "true"). To be integrative is to be creative, so the validity of the creative approach must be established early in the course. Second, the question of creativity leads to examining questions of the interactions between receiver and artistic reality (Iser, 1978), the processes of the human mind including irrational- intuitive abilities, and the relativity of truth. The questions create important links among the three basic integrative approaches being examined in the course. Finally, the study of creativity lends itself to a variety of pedagogical approaches. Not only can students study creativity as an element of aesthetics or examine objects of art to understand them better, but they can also "create" on their own and examine the process of creativity experientially.

The section on creativity and, therefore, the course begin with a Harvard Business School case study "The Robert F. Kennedy High School" (Harvard, 1974). Although the problems of being a secondary school administrator which the case deals with are alien to students, the high school setting and concerns are familiar. The case study gives an initial experience of problem solving, and the impossibility of researching the case beyond the printed contents forces students to reach beyond a traditional academic approach. The instructor can introduce students to creative approaches by leading the case discussion through various techniques like brainstorming (Osborn, 1953) and imaging (Boulding, 1961) without focusing on the techniques themselves. In a post-case discussion, the value such creative approaches added to a solution of the problem can be examined. It is especially useful to introduce such techniques when an impasse has occurred in the discussion, for they often graphically reveal their value by opening previously- unimagined paths to solutions.

The transition from the exemplary case study to the more traditional matter of creativity is accomplished by means of Doris Lessing's novel The Making of the Representative for Planet Eight. This science fiction novel concerns a culture's coming to grips with its immanent extinction. Braided together with the major plot line of the narrative are strands concerning the systemic unity of the universe, the various possible ways persons face problem solving, and the nature of art and beauty. Thus, a creative work embodies the other two themes of the course. Further, Lessing's work constructs the world of the novel around the assumption that attitudes are shaped by environment. As students examine this "fact" in the lives of the novel's characters, they raise questions about their own presuppositions. As the students perceive the novel's positing an evolutionary direction characterized by complexity and unity, they examine William Perry's nine position sequence of cognitive development (Perry, 1970). Again, the course's recurrent themes of multiplicity, interconnection, and complexity draw the three approaches together and refocus attention on the question of integration.

The section on creativity continues by examining two questions: How does artistic creativity operate, and what role does/should artistic creativity play in human society? Limiting the problem of creativity to the area of artistic creativity makes it easier to handle and offers an area of study for which a large amount of material is available. A number of activities serve to elucidate the issues involved in examining how creativity operates. The students read a short story and an essay on the process of creativity by the same author. Many such combinations are available; their value lies largely in their "first-person" quality. Students assign greater credibility to artists who write about their own creativity than to theoreticians who are not themselves artistically creative. Visits to art museums and plays, videotapes from the PBS series on creativity hosted by Bill Moyers, working visits by practicing artists, and presentations of their own creative efforts offer various experiences to assist students to refine the issues. One of the most significant outcomes is the impact of continuous references by artists to the non-rational, intuitive elements of the creative process.

The second question on creativity-- "How does/should artistic creativity function in society?"--introduces political, social, anthropological, philosophical, and psychological approaches and considerations into the course. Lewis Hyde's recent work The Gift: Imagination and the Erotic Life of Property (1983) deals with the place of creativity in a market-oriented society. Bringing together studies from many disparate disciplines, Hyde offers an example of integration and centers the issues of creativity in the world of "real life" problems. Hyde's work serves as a vehicle for reinforcing the important issue of the necessity of irrationality and intuition in a society which seems to believe that problems can be solved by resorting to technology and science alone. Examinations of current music, leisure, and art add depth to the discussion. A particularly useful work in this area is Josef Pieper's short philosophical treatise Leisure, the Basis of Culture; Pieper argues the premise of the title to demonstrate that the liberal arts are denigrated in a culture where only work or production matter. The students complete their work in this section by presenting papers that explore the role of creativity in society and in their own lives.

SYSTEMS THEORY

An understanding of systems theory encourages students to see the repercussions and implications of their solutions to problems; each problem to be solved becomes many problems intertwined and is seen to affect many levels of the system in which it is imbedded. Students' introduction to systems comes by way of a scientific essay which,argues rather shockingly to many of them that "right and wrong are surprisingly unscientific ways of describing things" and that right ideas are those which "often make surprising connections between seemingly unconnected things and have an uncanny knack for turning up the unexpected" (Cole, 1983). From this perspective "wrong" comes to mean "limited" and students are encouraged to stretch their minds to find the broadest possible parameters to problems. Reinforcement of the issue of right and wrong and how these judgments are affected by perspective comes by means of studying selected sections of Thomas S. Kuhn's The Structure of Scientific Revolutions. Through Kuhn's arguments, students come to see that their notion of "fact" has been shaped by the culture from which they operate. This realization frees them to entertain the possibility of many more connections and many more "truths" than they had imagined.

The course relies primarily on three texts to deal specifically with systems theory: Fritjof Capra's The Turning Point, Ervin Laszlo's The Systems View of the World, and C. West Churchman's The Systems Approach. The three works offer a variety of approaches. Capra's work, the most recent, attempts to touch on nearly all aspects of current society employing a systems approach; Laszlo gives the philosophical-theoretical basis necessary to legitimize systems theory academically; and Churchman explores specific uses of systems in business and industry.

Capra makes a convincing and helpful case relative to the course's intentions. His vision, he writes, is "based on awareness of the essential interrelatedness and interdependence of all phenomena--physical, biological, social, and cultural. It transcends current disciplinary and conceptual boundaries and will be pursued within new institutions" (Capra, 1983). Students become quickly seduced by the power of systems to accept, even delight in, complexity, although they are at times overwhelmed by it as well. Reference to the Perry model of cognitive development studied earlier in the course helps them to see why such a view indeed proves overwhelming.

Once students have an understanding of the basic tenets and methods of systems, they examine its impact on various fields. Visits by professors from various departments on campus introduce students to the presence of a systems approach in such fields as sociology, religion, psychology,biology, and physics. Gary Zukav's introduction to the "new physics," The Dancing Wu-Li Masters, has been especially impressive to students. As a way of wrapping-up this section of the course, students write a paper exploring the validity of a systems approach to formulating a worldview. The value of this exercise lies not only in the way it forces students to collect the basic principles of systems theory from a variety of sources but also in the way it requires them to reexamine their own values and the possibilities and limitations of a worldview that may never have been made explicit.

PROBLEM-SOLVING

The final section of the first semester examines and experiments with various problem-solving theories and techniques. The basic text for this study is Rubinstein and Pfeiffer's Concepts in Problem Solving. This volume offers a lucid, sometimes difficult, but interestingly written introduction to scientific and non-scientific approaches to solving everyday problems. Each chapter of the book ends with exercises that enable students to experiment with the techniques described in the chapter. This text is supplemented by introducing problem-solving techniques from a variety of other sources. Periodically the students test their abilities at problem-solving by working individually or in groups on personal, campus, and national problems. A large number of simulation exercises are also available.

The semester ends with another case study. The students prepare presentations exploring methods for solving the problems involved in "The West Point Cheating Incident" (Harvard, 1981). This case and the subsequent discussions enable students to move from individual solutions to group solutions and to explore techniques from separating and defining problems to testing and evaluating solutions. The semester's final activity involves reviewing the course of the semester's studies and demonstrating how the three topics--creativity, systems theory, and problem-solving--came together in the task of seeking a solution to the final case study.

As the second semester begins, students choose a problem-topic with which they will work individually for the term. The topics the students choose relate to their major area of study and are stated as problems. In the past students have chosen problems like the following: How can illiteracy be reduced by attention to pre-school preparation of children? Is cyberphobia (fear of computers) a national problem and, if so, can it be reduced? How can local communities be encouraged to preserve artistically- and historically-valuable sites? What solutions are available to the problem of insecticide-pesticide runoff and the subsequent damage to wildlife?

Each student chooses a mentor-professor in a field related to his or her problem and works with the mentor and the honors course professor to focus and explore the problem. Students must explore their problems using the various techniques learned in the first semester and must include information from a wide variety of disciplines to create an integrative solution. Students may not limit their research to library work. Past students have conducted experiments in laboratories, interviewed off-campus experts, travelled to relevant off-campus sites,and conducted broad community surveys.

The course is concluded by a presentation of students' findings as they worked toward a solution. The focus of the presentations is on the process by which the individuals approached the solution of their problems, not on the solutions they may or may not have achieved. All of the final presentations, whether delivered as standard research papers, videoprograms, or art works, have clearly demonstrated that the initial work in creativity and systems theory has been absorbed by the students and put to use in developing an integrated appproach to problem solving at all levels. Students have reported a clearer understanding of the role of the liberal arts in formulating an integrative approach to a field as technically oriented as problem-solving. Further, their ability and tendency to use non-traditional, creative solutions to problems and creative approaches to learning are greatly enhanced by joining a study of creativity to a study of problem solutions. Finally, the attention to systems theory's self-conscious insistence on an integrative outlook enables students to better understand the idea of "integration"--a word which haunts them throughout their careers as honors students in Thiel College's program. After this year-long course, students seem no longer to complain of being able to "connect nothing with nothing." They are more like Eliot's Fisher King who feels impelled and empowered to set his "own lands in order."

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TWO MODELS FOR ASSESSMENT OF PRIOR COLLEGE-LEVEL EXPERIENTIAL LEARNING: A COMPARISON AND CONTRAST BETWEEN A LIBERAL ARTS MODEL AND A CAREER-ORIENTED MODEL

D. Malcolm Leith

Abstract

In making its comparison and contrast, this paper defines the two assessment models; explores ways in which institutional missions and student needs affect the assessment program designs; examines the designs themselves; and looks at factors which might influence the development of assessment programs.

INTRODUCTION

That there are a variety of ways of designing programs for assessing prior experiential learning is shown by looking at two such assessment programs at private universities in Washington, D.C.: the liberal arts assessment model at American University and the career-oriented model at Southeastern University. This paper compares and contrasts these two different, currently-operating models.

By liberal arts model is meant a model which stresses the individual self-discovery and self-development aspects of experiential learning and which recognizes a variety of kinds of learning and content. By career-oriented model is meant a model which sharply proscribes within the requirements of particular professions or businesses the learning outcomes to be recognized, and which is concerned more with those outcomes than with how the outcomes are achieved.

Both models derive from two basic reasons or impulses for seeking credit for prior experiential learning: 1) to obtain credit for what one already knows; 2) to validate one's own individual learning style and goals. The Southeastern assessment model emphasizes the first reason, the American University model the second. This difference in emphasis is not surprising, given the differing missions and student needs of the two universities.

UNIVERSITY MISSION AND STUDENT NEEDS

Southeastern University is a career-oriented institution. Its mission gives priority to preparing well-motivated students for work in business and public administration, accounting, tax, information management, law. Many of Southeastern's faculty, over 90 percent of whom are adjunct, work fulltime in the professions about which they teach, and have a prime concern

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[1] D. Malcolm Leith is the Assistant Dean for Continuing and Developmental Education and Alternative Systems, Southeastern University, Washington, D.C. Suzanne Groscup, Coordinator for the Assessment of Prior Experiential Learning Program, American University, Washington, D.C., was consulted for portions of this paper discussing American University.

for conveying practical knowledge to their students. Many of the University's 1,500 students are older, working adults who have already chosen their career and degree focuses. These students need alternative types of educational programs which will help them combine work and study (thus, the University's most popular courses and programs are those offered in evenings and on weekends, including Sundays) and which will enable the students to move through the University's academic program as efficiently as possible. Hence, an assessment program emphasizing obtaining credit for what one already knows, rather than one offering the opportunity for guided self-discovery, serves the needs of Southeastern's students and is in accord with the University's career-oriented mission.

American University, as would be expected of a liberal arts institution, offers a great variety of undergraduate and graduate degree possibilities to its student body of almost 12,000. While students in the University's assessment for prior experiential learning program are older than the traditional undergraduate college age (they must, in fact, be at least 25 years old), many of these students have not made the basic career and/or degree decisions that Southeastern students have, and are seeking for the career and degree fields best for them. American University's great variety of degree programs (over 60 at the undergraduate level and some 80 at the graduate level) enables the University both to assist assessment students in examining a broad range of learning experiences and to accomodate diverse student goals. Thus, an assessment program enabling one to validate one's own individual learning style and goals is compatible both with the University's liberal arts mission and with the needs of its assessment program students.

A SHARED PROGRAM FRAMEWORK

The Southeastern and American assessment of prior experiential learning programs do share a common framework, following guidelines established by the Council for the Advancement of Experiential Learning (CAEL). Each assessment program centers on the portfolio, a detailed document compiled by the student in which the student describes his or her experiences, identifies and analyzes college-level learning achieved in those experiences, and provides the evidence necessary to verify the experiences and learning. Both programs have an evaluation process, in which appropriate faculty review the portfolio to determine its worthiness for credit and the amount of credit to be awarded. Both programs provide for consultation between evaluator and student so that the evaluator may question the student in greater detail about aspects of the portfolio and the student's experiences.

PROGRAM DIFFERENCES

Within the shared framework, however, the two assessment programs differ in a number of respects. As has been indicated, the objectives of the two assessment programs differ. In addition, entrance procedures, portfolio design, and the relationship of credit for prior experiential learning to the overall academic program of the university also differ.

American University's assessment of prior experiential learning program is called APEL. The APEL Portfolio Guidelines for Students (The American

University, 1981) affirms the primary purpose in the assessment of prior experiential learning to be the determination of academic credit awards. But the guidelines also state:

> The self development process is a significant aspect of developing a portfolio. As you identify, analyze and synthesize prior experiential learning, you clarify your future goals. Describing and documenting your experiences will give a heightened sense of worth as a learner.

Added to this objective of self-development and self-discovery is the recognition of the individualized character of learning and the difficulties which can arise in articulating experiential learning in traditional formats. As the guidelines state:

> The uniqueness of individual life experience makes the composition and construction of a prior experiential learning portfolio a highly individual effort. The special character of non-traditional learning, or learning outside the classroom, does not lend itself immediately to a structured, written format.

The guidelines direct students "not /to/ try to package their prior experiential learning as college course equivalencies."

The APEL program structure reinforces the emphasis on validating one's individual learning style and goals. First, the structure provides formal opportunities for guided self-discovery. A comprehensive entry procedure includes an orientation session and a briefing seminar. Students must also take two courses, each for three credits, specifically related to the assessment process. One course helps students relate their own experiences to the methodology for identifying and clarifying the knowledge gained; the other course aids students in the actual portfolio preparation.

Second, the APEL portfolio process starts with the student's experience, rather than beginning, as does the Southeastern program, with specific competencies to be demonstrated. For example, through a portfolio-preparation assignment called "activity listing," the student examines his or her experience for skills and knowledge gained in particular areas. The student next clusters these areas in relation to academic fields (not specific courses), using the University catalogue as a guide. Finally, the student describes the specific learning which has taken place in written narratives which link the learning experiences to the academic fields. Students and evaluators are instructed to consider the learning outcomes described in the narratives not in terms of preexisting course titles and content, but rather in terms of the student's overall experience and goals. Suzanne Groscup, Coordinator for the APEL program, comments further on the narrative procedure: "It's sometimes impossible to pull experiences apart into different learning outcomes that will stand alone in two separate narratives. In such cases, different professors will review the same narrative for different learning outcomes." The narratives are included in the learning components portion of the APEL portfolio. This portfolio consists of: table of contents, autobiography, chronology of significant events, learning components, documentation.

A third way APEL structure emphasizes validating individual learning style and goals is in the course titling procedure. Titles for learning outcomes do not have to be drawn from the University catalogue. Rather they are formulated by the student and evaluator, and become the titles used for transcripting purposes. This procedure is possible since APEL credits generally are limited to electives, with no more than 30 credits in a student's overall University degree program permitted to be APEL credits. APEL students are enrolled as non-degree students at the University, becoming degree students only after completing APEL. At that time the APEL credits, with the student-derived titles, become a part of the student's degree transcript.

The basic objective in the Southeastern assessment program is to help the student move forward in the University's academic program in the most efficient manner possible. The rationale in awarding credit for prior experiential learning is that a student should not have to take a course in a subject which the student has already mastered. Portfolio guidelines emphasize regulations and procedures necessary to assure quality and efficiency. Unlike the APEL program, self-development and an exploratory approach to analyzing one's experiences are not objectives.

In contrast to APEL's extensive entry procedures and required assessment procedure courses, Southeastern's portfolio program provides for students to receive a brief one-on-one description of the portfolio process from the assessment coordinator. The student then proceeds immediately to the director of the academic program or division in which the student's chosen experiential credits lie, in order to seek that director's permission to attempt credit through the portfolio process. Once permission has been granted, the student receives counseling from the assessment coordinator on how to prepare the portfolio.

The Southeastern portfolio encompasses four main areas: an identification by the student of the competencies he or she has attained in the experience for which credit is being sought; a description of the experiences which led to the competency acquisition; a description of how the experiences led to the competency acquisition; and documentation. Basic resources for the student in preparing the portfolio are the course descriptions in the University catalogue and specific course syllabi, both of which the student uses as guides in analyzing his or her learning. The portfolio focus is thus not on the student's individual learning style or process, but rather on specific expected outcomes of courses listed in the Southeastern catalogue and on whether or not the student has achieved these outcomes.

While APEL credits are limited to electives, at Southeastern, students are permitted to receive credit through prior experiential learning not only for electives, but also for core courses at the undergraduate level.[2] And while American enjoins students against trying to match prior experiential learning with specific college courses, Southeastern's Guidelines for Undergraduate Credit Through Prior Work/Life Learning (Southeastern University, 1983) requires the student seeking credit for prior experiential learning to "demonstrate . . . the mastery of knowledge and skill equal to that of a student completing a specific course at Southeastern." Experiential learning "that does not apply to fulfilling the requirements of a course listed in the Southeastern Catalogue cannot be evaluated," the guidelines state.

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[2] While Southeastern also has a small assessment program at the graduate level, as American's APEL program is only available to potential undergraduates, Southeastern's graduate assessment program is not a concern of this paper.

At Southeastern, each curricular program is very much in control of the assessment of prior experiential learning when its credits are involved. The student must make formal application to the director of the curricular program, who then makes a formal assignment of the evaluator, and reviews and formally approves or disapproves the evaluator's written evaluation and recommendations. And each curricular division sets the number of credits that can be attained through the portfolio process in that division. While in practice the average number of credits sought through the portfolio process is nine, the only overall institutional limit for a Bachelor's degree is that 30 credits must be earned by taking courses at the University, thus technically leaving 90 credits that could be obtained through alternative means such as advanced placement and the undergraduate program for assessment of prior experiential learning.

PROGRAM VARIATION AND DEVELOPMENT

The Southeastern and American assessment programs, though differing in focus and procedures, accord with each University's current mission and student needs. There are, of course, many possible variations on these two models. For example, there are liberal arts assessment programs which do not have introductory courses as at American, yet which recognize the unique aspects of each student's learning process, and which use a portfolio format and a course titling procedure which encourage student self-exploration.

In addition, programs do not remain static. Increasing interest in career education could mean students less willing to pay for extensive entry and self-analysis procedures, such as those available at American University, and more desirous of quick entry and of emphasis on predefined skills. Similarly, increased interest in individualization in education and a renewed emphasis on generalists in career education might result in students desirous of self-analysis, as well as in institutional administrations more responsive to diversity of student experience. Such developments could bring changes in the structure of Southeastern's assessment of prior experiential learning program, such as the addition of a course or workshop in portfolio preparation.

Certainly institutional mission, student needs, and related institutional structures are factors to consider in the establishment of new programs in assessment of prior experiential learning. Whether the goal in establishing a new program is to complement those institutional factors or to chart new directions, a clear picture of mission, student needs, and related institutional structures (e.g., range of degrees offered) and of how these factors could relate to assessment programs should assist those establishing the programs to make effective decisions.

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A VERMONT EXPERIMENT: THE ALTERNATIVE EDUCATION PROGRAMS AT VERMONT COLLEGE OF NORWICH UNIVERSITY

Victor Loefflath-Ehly

Abstract

The purpose of this paper is to describe alternative education and to differentiate it from both traditional and non-traditional education. A close look at how the former "Goddard programs" are doing at Vermont College of Norwich University will help us define alternative education more precisely and hopefully give us a hint as to how the entire spectrum of traditional, non-traditional and alternative higher education will fare in the future.

The literature on "non-formal" education and on adult development helps to further deepen our understanding of alternative education and helps interpret alternative education to traditional educators.

INTRODUCTION

Is it possible to further "formalize" alternative education without losing its distinctive mission? What have we learned in alternative education that can strengthen traditional or "formal" higher education? If these important questions are not fully and completely answered in the discussion that follows, at least the general direction of the answers will hopefully become clear and these questions can then guide us in further exploration.

NON-TRADITIONAL STUDENTS

Who are "non-traditional" students? The term has become so common in higher education that most of us assume we know who they are. In 1973 a report by the Carnegie Commission on Higher Education (Carnegie Commission, 1973) referred to them as the "new learners." A year later a report from the Academy for Educational Development referred to them as the "new" older students. (Academy for Educational Development, 1974). Two years later in 1976 several different contributors to Volume number 14 of New Directions for Higher Education entitled Expanding Recurrent and Nonformal Education (Harman, 1976) referred to them simply as "adults." By 1979 more and more faculty and administrators were using the term "adult learner" with a growing sense of precision as articulated in the volume of New Directions entitled Building Bridges to the Public (Benezet and Magnusson, 1979). By 1980 we seemed to slip into terms such as "self-directed learner" (much less age specific) as evidenced in Keeton's Defining and Assuring Quality in Experiential Learning (Keeton, 1980). Eventually with more and more adult development theory from the area of "normal psychology" we began to use a combination of both terms "the adult, self-directed learner." (Greenberg, O'Donnell and Bergquist, 1980).

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[1] Victor Loefflath-Ehly is the Head of the Division of Alternative Education and Dean of Graduate Studies, Vermont College of Norwich University, Montpelier, Vermont.

It seems clear then that a primary distinguishing factor between traditional and non-traditional students is age. If the overwhelming majority of traditional college students is 18-22, then any departure from this must be considered "non-traditional." It was of course the large numbers of World War II veterans with their educational benefits that first brought non-traditional students into college in large enough numbers to be noticed as a category. However, we often forget that they were relatively young when compared to non-traditional students of today -- most only three or four years older than their campus student peers. Their influence on the campuses after the war years seems to have been greater than their numbers and relative age might at first suggest. One could speculate that it was their "life experience" that set them apart more than their age. They were "mature" beyond their years. They had "grown up fast" by being thrown into a crisis situation and making the best of it.

However, the age difference seemed to stand out as the primary distinguishing factor of the non-traditional student and remains so today. When World War II veterans began returning to college campuses there was little or no thought given to adjustments in institutional arrangements in higher education which would make it easier for the non-traditional students. Of course, married student housing, and more parking lots were built on campuses, but basically it was assumed that non-traditional students should not be singled out in any way. They should be treated "just like everybody else."

Special Needs

It has only been in the last twenty years that non-traditional programs have begun to appear to respond to the special needs of non-traditional students. Let us look closer at the phrase, "special needs." I believe it is safe to say that the predominant response in higher education in the last twenty years has been to logistical needs. (I note that Webster defines logistics as "that branch of the military art which embraces the details of the transport, quartering and supply of the troops.")(Webster, 1978). Non-traditional students often work full-time. Non-traditional students often have children. They also often have community responsibilities. As the prediction of fewer available students of traditional college age began to be heard, more concern began to appear for the non-traditional student. Classes began to be scheduled on evenings and weekends; application procedures began to be simplified. Making traditional higher education more available to non-traditional students is an ongoing and much needed project, which has a long way to go before it reaches completion.

Expanding a great deal on my own term "logistics," the 1973 Carnegie Commission Report on Higher Education (Carnegie Commission, 1973) spoke of procedural barriers, environmental barriers, psychological barriers, financial barriers and institutional barriers all tending to put non-traditional students at an extreme disadvantage. Under procedural barriers were listed academic requirements, prerequisites, and admissions requirements. Under environmental barriers were listed such items as compulsory attendance at student body meetings, unrealistic requirements of personal conduct, "herding" of students into long lines for class registration and enrollment. Under psychological barriers were listed beliefs common in the adult population at large such as the belief that one's learning ability diminishes with age ("you can't teach an old dog new tricks"). Financial barriers include the lack of sensitivity to adults in the entire financial aid system. Institutional barriers include the difficulty an institution has making part-time study attractive and competitive in terms of cost, yet remaining cost effective in terms of the institutions overall fiscal health.

As I look down the list, I find it encouraging how many of these barriers have been removed in the last ten years; yet we also have a great deal of work ahead of us on almost all of these fronts.

NON-TRADITIONAL DEGREE PROGRAMS

Much more difficult, however, is the task of creating non-traditional degree programs for non-traditional students. Week-end colleges have opened all across the country where entire degree requirements can now be met by attending classes on weekends. Other institutions are operating degree programs with all classes scheduled for the evening. Highly focused degree programs for non-traditional students in specific professional fields have also grown in the last decade. An evaluator of schools of social work commented recently that 90% of all accredited schools of social work offer a non-traditional degree program option leading to the MSW degree. Social work and the mental health field have perhaps been in the forefront of non-traditional programs for professionals because these fields have so many opportunities for internships, and there are entry level positions available from which adults so often seek to move up in the system once they have gained experience but still lack the credentials.

Non-traditional degree programs, however, are still defined by two principle characteristics. First, they are predominently traditional in terms of educational methodology and delivery even though courses are offered at non-traditional times; and second, they are predominently designed for the part-time student and would therefore take more than the usual number of semesters to complete, if it were not for a third element or characteristic: various means of "acceleration:" (a) transfer credit from other accredited institutions, (b) equivalency examinations administered on a course by course basis within the institution, (c) equivalency examinations such as the College Level Exam Program and DANTES administered by an outside organization, (d) transfer credit from unaccredited and/or non-traditional or "non-formal" organizations or institutions and (e) life experience credit. Transfer credit from other accredited institutions and equivalency examinations have been used in traditional higher education for a good long time, but under very strict control and with very tight guidelines. Both have been limited essentially to an assessment for literal comparability to courses currently being offered by the receiving institution, so that direct quality control can be assured. These limitations, however, have become part of the barriers for adults in higher education referred to earlier in the 1973 Carnegie Report. In traditional colleges for traditional aged students the assumption has been that restrictive guidelines for transfer credit should inhibit easy transfer out of one institution and into another, since this tends to disrupt the continuity built into the curriculum of the institution. Mature adults however have often taken over the responsibility for providing their own curricular continuity and are often trying to fulfill degree requirements with several different college experiences in their varied background.

With the development of non-traditional degree programs, more flexible policies have been created for the consideration of transfer credit and equivalency examinations and a whole new area of consideration has come into being: "life experience credit." As policies have become more flexible and methods have been devised to translate life experience credit into academic credit, a new professional area has come into existence in the adult higher education field: "portfolio assessment." Portfolio assessment is somewhat analogous to debt or loan consolidation or perhaps better an investment portfolio about which you confer with a professional and "get it all together" into an identifiable "package." The resulting academic "package" can then be presented to an admissions office or academic program office for consideration. A portfolio might contain a range of documentation all the way from "hard" traditional transcripts from accredited institutions to "soft" life experience learning. The better the documentation of the "soft": learning, the better chance it will have of being considered for transfer credit.

Much of this process is quite legitimate and quite controlable in terms of academic quality. I would judge, however, that the bulk of "portfolio assessment" is suspect in terms of academic quality control and should not be promoted by serious academic insitituions. However, the point here is that it is a fact of life in non-traditional education, and we would be well advised to devise better methods of assessing the quality of all the above types of "acceleration" documentation, since it is now an issue that spans the entire spectrum of traditional, non-traditional and alternative education.

ALTERNATIVE EDUCATION

If non-traditional education can be characterized as predominately traditional in terms of educational methodology and delivery and predominately designed for part-time students, then "alternative education" can be best characterized as departing from traditional educational methodology and delivery and designed for full-time students.

At this point I will describe briefly the graduate liberal arts and the undergraduate liberal studies programs of the Division of Alternative Education and Graduate Studies of Norwich University or as they were spoken of until recently, "the former Goddard programs." In 1981 Norwich University purchased four adult alternative education programs from Goddard College, housing them on its Vermont College campus in Montpelier, Vermont. At the time of the program transfer the student enrollment was about 500. Although there has been almost a complete turnover the enrollment numbers about 500 today.

First, by design, these programs depart from traditional educational methodology and delivery. Second, again by design, they are intended for the full-time student; that is, they are intended to make educational program demands on the enrolled students which are equivalent to (or often surpassing) the progress demands made on the traditional student moving semester-by-semester though traditional full-time academic programs. By redefining the academic year as the calendar year an adult working full-time, maintaining a household with children and active in typical community organizations, can move through a 15 semester hour independent study at the undergraduate level with the appropriate campus residencies for evaluation and planning or move through a 30 semester hour graduate project in 12 months, and progress toward the degree annually at the same rate as a traditional student in a traditional academic program on the nine-month academic calendar.

Planning, execution and evaluation of an academic project in this model is collegial and collaborative. Although faculty members are relied upon for informatio their role is not understood primarily as the imparters and interpreters of information but much more as the responders, helping the agressive learners improve the rigor of their thinking and put their learning into a more credible context, to be more critical and to integrate the reservoir of experiential learning already in hand with the often rather meager but growing body of theoretical knowledge with which they become conversant.

Alternative education grew out of the sixties and pre-dated any hint that changing demographics would ever make the adult non-traditional student such a prime interest to traditional colleges and universities. Or to put it another way adults were pressing for the removal of the barriers to higher education long before most colleges and universities felt the least bit obliged to respond.

Goddard College started the Adult Degree Program in 1963 not as a way to counter dwindling enrollments (At that time it had more students than it knew what to do with.) but as a logical extension of its mission to offer an "alternative" to traditional higher education opportunities. Goddard College was founded in the 1930's and grew out of the progressive educational philosophy of John Dewey and Goddard's founder Royce (Tim) Pitkin. The college existed for its first twenty years with no thought of applying for accreditation. Its very identity was that of an alternative to the establishment not as a member of the establishment trying to do something different. In fact, for many years Goddard College offered no diplomas, since it was felt that diplomas tended to dilute true education with impure strains of "credentialing" by the institution and with the vain seeking after credentials. However, in the 1950's when an offer came from the New England Association of Schools and Colleges to evaluate Goddard for accreditation, the invitation was accepted and Goddard was positively evaluated and received accreditation. From the point of view of Max Weber and some of the more classical sociologists of the development of institutions, especially the sociology of religions one might cynically comment that for Goddard (at least the Goddard of Tim Pitkin's era), that was the beginning of the end. Goddard was becoming a part of the establishment against which it had offered an alternative. However, history was on its side, for Goddard may have been one of the first alternative higher education institutions but it was by no means the last. By the 1960's and 70's a whole host of them had come into existence: Franconia of New Hampshire, Antioch College of Ohio, New College of Florida, Evergreen in Washington State, Santa Barbara in California, University Without Walls, Friends World College, the School For International Training, Windham College and Burlington College in Vermont. The list could go on. Goddard had become a member of the educational establishment, but so had enough other alternative institutions that an "established anti-establishment" could exist. As the American social establishment began to loose credibility for a great many of the nation's youth because of racial prejudice, and the political and military establishment lost credibility among even more of the nations youth because of its involvement in Vietnam, such "anti-establishment" institutions of higher education seemed to have an almost inexhaustible supply of applicants. But as we all know, because of the almost inevitable shift in political and social values back toward the conservative side, the supply of applicants to these schools began to dry up even before the larger issue of dwindling numbers of traditional age college applicants nation-wide even appeared on the horizon.

Non-formal Education

What then is the educational legacy left by the progressive movement in higher education? In referring to the issue of flexible transfer credit policies I mentioned "non-formal" education. I was using the term as defined principally in the 1976 volume of New Directions for Higher Education entitled Expanding Recurrent and Nonformal Education (Harman, 1976). In his introductory essay, David Harman states that:

> Formal education is the term most often employed to identify conventional schools and the normative school system. One considers one's 'formal education' and 'formal schooling' to be virtually synonymous. Formal education suggests an organized enterprise involving clearly defined groups of students and teachers. Education, in this sense of schooling, provides 'organized conditions for learning, enabling the students to acquire new knowledge and to put into a general context the facts and experience they have absorbed in unorganized learning situations' (OECD, 1973,p.9).
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> In contrast, informal education has typically meant, to use Philip Coombs's words, 'the truly lifelong process whereby each individual acquires attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her environment-from family and neighbors, from work and play, from the marketplace, the library, and the mass media' (1973,p.10).
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> Between these extremes, we must recognize the growth of other forms of education-forms that Coombs and others are labeling nonformal education. Coombs defines nonformal education as 'any organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clienteles and learning objectives' (p.11).

Further into the volume John Middleton suggests that the university should be the place for the training of educators in non-formal education. Dr. Middleton is writing from a global perspective and underscores the enormous importance of non-formal education in today's world. Problems of Third World development, population control, agriculture, changing social patterns and religious traditions, literacy, science, mental health and human services are all being attacked essentially with non-formal educational programs. Middleton then makes a few solid suggestions as to what a university curriculum might look like that is intended to prepare a student for a teaching career in "non-formal" education. The major problem with Middleton's suggestion is that almost everything required to become a highly skilled professional educator in "non-formal" educational programs runs counter to the generally accepted assumptions of traditional higher education.

The more I read about non-formal education the more I realized that much of the descriptive material on the non-formal educator was quite applicable to the faculty of the Division of Alternative Education for which I am responsible; and further, the distinctions between formal and non-formal education have helped me to better understand the problems of integration of the Goddard programs into Norwich University. To the degree that Alternative Education is rooted in non-formal education is the degree to which an antipathy exists between the traditional and the alternative at Norwich University. I quote Middleton: (Middleton, 1976).

> The key person in a nonformal education program will probably need to be skilled in each of these three areas, since programs tend to be relatively small, with small staffs and scant resources. The non-formal educator must be a highly qualified generalist competent in design, skillful in management, practical and scientific in evaluation.
>
> Coombs and Ahmed (1974) hold that nonformal education is based on a 'functional view of education in contrast to the structural and institutional approach used in most educational planning and administration. If they are correct, it follows that the preparation of nonformal educators should be functional as well. To the extent that it can be built from tasks, this training will be congruent with the work for which the learner is being prepared and will be relevant and efficient. Moreover, if the curriculum rests on a dynamic and relatively continuous analysis of tasks and funtions, it will evolve as nonformal education changes, as techniques improve, and as research contributes new knowledge of how to get the job done.
>
> There is a second, somewhat less abstract reason for building the training of the nonformal educator up from tasks, as opposed to down from the structure of disciplines. Experience and even a cursory glance at the literature tell us that this educator must be a professional jack-of-all trades. As I indicated above, he or she must be a planner, a manager, and an evaluator. Functional learning programs outside of formal education are complex enterprises, and to fulfill these three broad functions the practitioner must be able to apply skills from a wide range of disciplines, including but not limited to education, organizational science, sociology, psychology, systems analysis, economics,group dynamics, communication, anthropology- not to speak of the problem-centéred disciplines that relate to the purposes of various nonformal programs such as nutrition, agriculture, family planning, and the like. No one person can be a master, or even an apprentice, in so many fields.
>
> Moreover, most nonformal education programs are small enterprises. The resources for large interdisciplinary teams are simply not there.

Further on Middleton discusses the need of the non-formal educator to be well grounded in communication process analysis. Still relying heavily on Coombs and Ahmed he states:

> Analysis of this sort requires the nonformal educator to be able to use concepts and techniques from communication, linguistics, and anthropology. An attitude of empathy for the ways in which the learning group thinks and communicates is essential.

Later on he notes that:

> A central theme of this paper is that the nonformal educator must be a planner, manager, and evaluator. Running a program is a task of a somewhat different order from designing one, although the two are clearly related. The educator as manager must be able to develop and monitor budgets, schedule complex activities, negotiate contracts and agreements, and supervise staff. He must be able to develop and use internal information and reporting systems. He must be able to write clear reports and an occasional job description.

Further,

> Nonformal education is built around an education relationship between program and client.

I submit that the programs currently at Norwich University from Goddard College were begun as truly "non-formal" education programs, but have evolved both at Goddard and now on the Vermont College campus of Norwich University toward formality first in response to Goddard's becoming more formal in nature, and then in response to the very traditional and formal educational environment of Norwich University. In order for the long-term health and vitality of the alternative education programs to be assured, both the traditional or "formal" university as well as the less formal programs themselves must change. Some of the needed change is occurring on both sides, but it is yet unclear whether the legitimate differences between the two can be maintained and still produce a genuinely integrated structure to insure sufficient resources and high quality education in each of the two sectors. But before describing this polarity in more detail and how we might maintain it, I must explain that more and more non-traditional students are enrolled in all traditional programs of Norwich University. Although it does a great deal more, the office of continuing education provides access, removing some of the barriers mentioned earlier, to the traditional academic curriculum. Also, two of the five programs of the Division of Alternative Education and Graduate Studies are more aptly described as non-traditional rather than truly "alternative" as well as the non-traditional summer Russian School. Norwich even as a small private college of only 2500 students, includes the full spectrum of traditional, non-traditional and alternative students as well as traditional, non-traditional and alternative programs. However, the polarities of traditional and alternative still remain as the primary issue.

Adult Development

If Middleton has done the best job of describing the "non-formal educator" then Weathersby and Tarule (Weathersby and Tarule,1980) have done perhaps the best job describing the alternative education student and differentiating "alternative" from both traditional and non-traditional degree programs. Their major point is that alternative education programs for adults are constructed in such a way as to be sensitive to issues of adult development and adult life cycle stages and to be basically supportive of positive adult psychological growth and development both as an end in itself and as a means to increased academic quality. They have taken the work of Loevinger,(1976), Perry, (1970), Levinson, (1978) and Gould (1978) as well as that of Freiere (1973) and others and have observed and chronicled programatic impact on students using the above theoriticians as well as their own teaching experience in successful adult education programs in which the research was done.

Weathersby writes:

> Many adults seek an educational institution in response to strong inner imperatives arising from the developmental tasks of their lives. For them, education has become an inner necessity, and sometimes an arena in which to accomplish the psychic work of development. With this necessity comes the opportunity for education of a quality that can change a person's perspective, create new life meanings, and begin a process of qualitative movement amid the varied and variable developmental sequences that shape adulthood. This chapter argues that such change is possible, desirable, embedded in the true aims of education, almost unavoidable, and certainly worth facilitating.
>
> For education that supports development, the learning process is qualitative, not merely additive. Mezirow (1978) describes this process as 'perspective transformation,' and relates it to a search for meaning that is integral to the human condition and essential to cultural transformation. Freire (1973) speaks of 'education for critical consciousness.' The variable at issue in this kind of education is the end result, which is a new 'meaning perspective.' This occurs as a small step in almost any process that can be labeled learning. Over time, qualitative learning can occur on a larger scale, such that an individual's entire framework for interpretation is irrevocably altered.
>
> In a study of adult students' reasons for enrolling in an external degree program at Goddard College (Weathersby, 1977), it was found that the significance of the 'same' program changed with the individual student's stage in the life cycle.

She then goes on to describe case studies of students in their twenties through fifties and sixties whose educational agenda coincides with their personal agenda in a program that first asks the question, "What would you like to accomplish educationally in the coming six months,fifteen credit semester?" as an invitation to dialogue on curriculum building. At each stage of the adult life cycle both the personal and the educational agendas seem to change. It is the job of the academic advisor to be skilled enough in counselling techniques and genuinely empathetic enough to encourage the students both individually and in small groups to explore important personal issues while at the same time to be a sound and solidly grounded academic, able to know and understand his or her own academic limitations. While a personal issue might become clarified in dialogue with sociologist, it might become clear that only the literature and writing faculty advisor would be the appropriate one to supervise this particular study.

Tarule writes:

> In the last few decades, adulthood has emerged as a focus for study by psychologists. One result of such study is the assertion that adulthood entails a continued process of development--in particular, change in one's view of the world and in one's beliefs, which often results in a change in the way one chooses to act and to be. Change of this order of magnitude is truly a transformation because it signals, ultimately, a complete reshaping of the ways in which one has assigned meaning not only to the various events but to the whole sense of one's life and living.
>
> This chapter examines four steps which seem to occur in the process of transformative change in adult life. For the theoretician this examination may facilitate integration of formal structural-developmental theory with more functional definitions of development (Kohlberg, 1973, Turner, 1973); for educational practitioners, it may provide a map of the steps involved in significant change that can guide us in our work and sensitize us to the experience of our adult students.

Without going into the details of the various developmental stages and their relevancy for educational methodology and the study of certain kinds of subject matter, suffice it to say that the more experience faculty gain in working with adult students in alternative education the more they are able to apply this theoretical knowledge to their actual teaching and advising.

CONCLUSION

The central question for us at Norwich University is, "How can we maintain the best qualities of non-formal education remaining sensitive to issues of adult development in alternative education and become completely credible in the traditional educational environment? I believe that the key to effective integration is in working out questions of documentation and comparability. More effective narrative transcripts, sharper and more systematic evaluations (of student work and of faculty work) and more attention to detail of what is being learned are all necessary in order to even begin the dialogue on comparability. With such diverse forms of education within one small institution all academic programs stand to gain considerably if we can each grow to both understand and respect the other end of the spectrum of traditional to alternative education. To the extent that traditional educators and alternative education faculty can learn to work together with mutual trust and support is the extent to which both educational models can be improved and strengthened.

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SCHOLARS IN UNIFORM: STUDENT OPINIONS OF THE GOLDEN GATE UNIVERSITY'S OFF-CAMPUS PROGRAMS IN TIDEWATER, VIRGINIA

David H. Lydick

Abstract

The Golden Gate University is a private institution located in San Francisco, California. It has a total enrollment of 10,251 students of which 2,795 are undergraduates and 7,456 are graduates. The main campus in San Francisco serves 6,024 students and the remaining 4,227 students are enrolled in off-campus centers located in seven states. The purpose of this study was to provide the Administrator's of the University with student opinions, attitudes and comments regarding the University's off-campus programs in the Tidewater, Virginia area. A survey questionnaire was distributed to 400 military students in order to ascertain their degree of satisfaction/dissatisfaction regarding 1) programs; 2) courses and 3) services offered. The results indicated that military students appear to be satisfied/dissatisfied with many of the same matters as are "traditional" student populations. (In areas such as: tuition, textbook costs, counseling and diversity of course offerings.)

INTRODUCTION

The purpose of this study is to provide the administrators of the Golden Gate University in general, and the Dean of the College of Special Studies in particular, with student opinions attitudes and responses concerning the off-campus program in the Tidewater Virginia area.

Inasmuch as no previous student survey has ever been conducted for the off-campus locations, and considering the Golden Gate administration's desire to poll its student population in order to ascertain the degree of satisfaction/dissatisfaction regarding program courses and services offered, this study should be at the very least, reflect a reasonable, cross-section of students' viewpoints. The

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[1] David H. Lydick is a professorial lecturer with the Golden Gate University's off-campus locations in Tidewater, Virginia.

institution's administrators may then use the results of this survey to modify existing policies where feasible and desirable. The data may be deemed constructive in preparing for the 1985 accreditation procedures for the Commonwealth of Virginia.

Like many institutions of higher learning, the Golden Gate University feels that it must take a look at what its students' views are concerning tuition, course/degree offerings and services (counseling, library facilities, student placement, etc.). Golden Gate administrators view such a student survey as an opportunity to eliminate or reduce operational and academic problem areas as expressed by their student clientele.

Methodology

In order to determine the attitudes, opinions and comments of the students at the off-campus Tidewater Virginia area, an attitudinal survey was mailed out to the directors of the Hampton and Norfolk Resident Centers. They, in turn, distributed 400 questionnaires to all military students currently enrolled in classes during the Spring 1983 quarter. Students were allowed to complete the survey during class time, place it in a sealed envelope provided by their instructor who mailed it back to this researcher.

Golden Gate University offers courses exclusively on federal military installations and actively seeks military student enrollees. Therefore, the emphasis of this study was only upon military service-persons. The decision to only poll 400 students was predicated upon the necessary time constraints and the fact that this was a pilot study and 400 of the Tidewater area's 1,519 students was sufficient in this researcher's opinion.

There were 296 questionnaires returned with 16 discarded due to incompleteness, multiple responses for a single question (instructions required only one response for each question) and partially mutilated or illegible markings. The remaining 104 questionnaires did not reach the students in time and were returned unused. The response rate, therefore, was 94%.

The survey questionnaire was divided into three distinct categories. The first category related to background information of the student, such as age, race, sex, income, rank (enlisted or officer) and program enrolled (2 year, 4 year, graduate and non-degree). The second category required the respondent to comment on his/her satisfaction with nine separate areas of academic/administrative concerns by means of a forced choice selection. The third category encouraged student comments regarding the program, instruction, administration or any information that might make the student's academic life more rewarding, easier, better or more complete.

Review Of The Literature

College and university programs on military bases are becoming one of the biggest postsecondary educational endeavors in all of higher education. It is a multi-million dollar enterprise involving hundreds of this nation's institutions of higher learning. This has come about largely because the four branches of military services have stressed educational opportunity in their recruiting and because education has become an important factor in decisions about promotions (Phi Delta Kappan, 1980).

The United States Department of Defense spends $150 million annually on education for members of the Armed Forces. Currently, 615 colleges offer programs for the Army, 400 for the Air Force, 214 for the Marine Corps and 76 for the Navy (Chronicle of Higher Education, 1981). In all four services, this equates to over one million students enrolled in voluntary educational programs. The majority of those enrollments are in postsecondary programs (Watkins, 1981).

Clearly, Golden Gate University is but one competitor striving to serve a very large, but lucrative student population, one that by all counts is growing, and not declining in number. With this in mind, there are approximately 120,000 service-persons stationed in Tidewater Virginia alone in all branches of the service and only two percent of these enlisted personnel are college graduates (Levitan, et. al., 1977). Therefore, the literature would suggest that there is a sufficient student population to support increased enrollments for the Golden Gate University.

There is ample literature available relating to student attitudes and opinions for "traditional" college students, particularly at the undergraduate level and for full time enrollment. Mary Kinnick (1975) found that costs, financial aid, admissions policies, program of study available, and support services (job placement, counseling) were the primary concerns of college students. Beal, et. al. (1980) confirmed earlier studies which reported student dissatisfaction with "inadequate academic advising" to be the most important reason for student attrition while "high quality of advising" was found to be a contributor to student retention. Beal also found that high quality of faculty and staff was viewed by students as an important variable in whether to remain in school or drop out.

From an administrative viewpoint, Heath (1973) determined that student dissatisfaction with illogical rules and regulations and having information and staff available during evening hours were also paramount in the eyes of students. Johnson (1978) argues that college administrators should constantly ask themselves the following questions:

Why are current students attending this institution?
Why do the students continue at this institution?
Why do students withdraw from this information?
What are prospective students looking for?

Maguire (1979) found that nearly one-fourth of withdrawing students are dissatisfied with "administrative roadblocks" but good counseling and advise by school administrators and interesting courses/programs tend to positively affect retention (Fischer, 1978). In summation, I would agree with Ihlanfeldt (1975) when he concluded that if an institution has a high attrition rate, it should try to improve its program quality and offer students better services.

Results And Analysis Of The Survey

The survey questionnaire was distributed to 400 students in the off-campus program in the Norfolk and Hampton Virginia locations. Of these, 296 were returned with 16 discarded due to incompleteness, illegibility or incorrect (multiple) responses to questions, resulting in a 94% response rate. Sixty-five percent of the respondents were enlisted and thirty-five percent were officer. There were seventy-five percent of the students between the ages of 30 and 40 years old. Male respondents accounted for eighty-three percent of the responding population and the undergraduate program students accounted for fifty-five percent of all responses. Additionally, fifteen percent and seventy-seven percent of the students were black and Caucasian, respectively.

The student population at Golden Gate's Tidewater locations is predominantly white male with females and other minorities constituting a very small percentage of the student body. Interestingly, there were no Hispanics, yet, there were six percent Oriental respondents. Research into the feasibility of expanding this market segment may be warranted. Also, with only seventeen percent of the student body female, more attention as to why this is so is needed.

While the first part of the questionnaire dealt with student backgound informations, part two looked at the student overall satisfaction in nine separate categories of academic and administrative areas. Although no statistical significance should be attributed to these results, some patterns were noteworthy. Clearly, costs of tuition, texts and miscellaneous fees ranked the highest, twenty-six percent, among students who were seldom/never satisfied.

This comes as no surprise inasmuch as the literature tends to support (Larking, 1972; Michlein, 1977; Kinnick, 1975) the conclusion that financial difficulties often play a role in student attrition.

Seventeen percent of students respond to the question of counseling as seldom/never satisfied. Again, much of the literature thus far shows that this is not a phenomenon unique to Golden Gate. Kinnick, Beal, Heath and Maguire (as reported in the literature search) have consistently found student dissatisfaction with counseling to be a potential cause of attrition.

The third area of student concern relates to the diversity of courses offered--fourteen percent said they were seldom/never satisfied. Kinnick, Fischer and Ihlanfeldt have also found this to be true. Again, it appears that students expect and even demand a wide variety of courses. This does not appear to be congruent with Golden Gate's mission of offering a few specialized programs and courses.

Finally, nine percent of the students were seldom/never satisfied with the scheduling of classes; i.e.; day, evening weekend seminars. However, ninety-nine percent said they were always/often satisfied with location, convenience and access. Therefore, it seems that weekend courses in particular, as evidenced by many of the write-in comments, are of particular concern. Golden Gate may wish to experiment with more weekend seminar courses on a trial basis and judge its feasibility by student enrollments.

Summary And Conclusions

The stated purpose of this pilot study was threefold: first, to encourage student comments, opinions and suggestions regarding the off-campus academic/administrative policies in the Norfolk and Hampton locations. Based upon the number of respondents, this goal was accomplished. Much of their responses reflected existing studies and surveys. However, it should be noted that the literature search reflects only the "traditional" student clientele. The results of this study indicate that traditional and non-traditional students appear to be satisfied and/or dissatisfied with much the same subject matter. Additionally, since there has never been such a survey conducted by Golden Gate, this data should serve as a focal point for a more exhaustive and perhaps nationwide study.

The second purpose for the study was to afford the main campus an opportunity to eliminate or reduce academic/administrative barriers as perceived by their students. This was to be accomplished in anticipation of the 1985 accreditation process required by the State of Virginia. In this regard, perhaps more attention could be directed toward academic and financial counseling as these two areas illicited the most negative responses. A used book store might be a possibility. Cost of tuition, fees and so on should be continuously reviewed in order to assure Golden Gate's competitiveness with surrounding institutions of higher learning. The results of this survey clearly indicate a serious student concern. Whether or not this is related to the third and final purpose of the study is not clear.

The third purpose was to ascertain why student enrollments are in decline at Golden Gate's off-campus programs. This study did not arrive at any definitive answers. It is suggested that exit interviews be conducted with students who have dropped out of the program in order to study this question more fully. The literature is conclusive in that there are usually many reasons for attrition. Concrete answers to this question will require a more sophisticated study and analysis and perhaps a comparison with other Golden Gate off-campus locations.

In conclusion, the Golden Gate University is experiencing serious concerns by their students about tuition costs, book costs, lack of counselors/advisors and to some extent, more diverse courses/programs and degrees. Therefore, Golden Gate should review the advantages of implementing, at least on a trial basis, the following:

1) More personalized advising/counseling
2) Weekend course offerings
3) Extended hours of operation (evenings, weekends)

Additionally, more recuiting of female and Oriental students might prove worthwhile. In today's buyers' market, colleges and universities have to be student oriented (Fram, 1971). But this marketing focus must be primarily on the goals of the students and not institutional self-interest (Hoy, 1980). Higher educational marketing, according to Allen (1978) requires assessing the needs and desires of students with regard to programs, courses, services, tuition/costs and location. If the customers don't buy, the institution will die.

This student survey provides the administrators of the Golden Gate University with an opportunity to evaluate a cross-section of the students' concerns. While more research is needed, certain patterns of enrollment (race, age, sex) need review. A tuition-competitiveness analysis for the area might reveal additional planning information. The student population is available, but it is up to the Golden Gate University to market its educational products.

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META-THEORETICAL REFERENCE POINTS IN THE EVALUATION
OF
NON-CREDIT SHORT COURSE OFFERINGS IN CONTINUING EDUCATION

Doreen O. Maxcy & Spencer J. Maxcy
Louisiana State University

Abstract

While there is an emerging literature in the evaluational domain, insufficient attention has been directed to the non-traditional nature of short course offerings as evaluational procedures have been utilized. This paper explores the philosophical issues surrounding short course evaluation. The focus is directed at evaluation processes in light of meta-theoretical reference structures. It is anticipated that such an examination will reveal the fuller aspects of short course evaluation in continuing education domains.

INTRODUCTION

This essay will address the problem of evaluation of non-credit short courses as they are found offered in continuing education settings. There has been little systematic research done in this area (D.O.Maxcy, 1977) and given the current interest in quality and excellence, it is timely. Taking a clue from Scriven (1983) we wish to posit a schema for talking about evaluation in the context of non-traditional educational programs. Scriven points to philosophy, ideology and method as the three levels at which one may look at evaluation. Philosophy asks questions that cut across ideologies, and multiple methods may arise in any ideology. The present paper is interested in the philosophical, or we may term it the "meta-theoretical" matters, that support any program of evaluation in non-traditional pedagogic setting.[1]

RATIONALES

It is not uncommon for administrative officers to call for an evaluation of non-credit short course programs. Typically, this resolves itself down to a matter of which courses are making money, or which classes seem to have the best enrollments (which again means more money). The "bottom line" consideration is cost-effectiveness, and the method used in determining the cost-benefits are simple quantitative measures. The accountancy model is employed and the notion is that somehow the worthwhile offerings will be preserved and the less valued will be jettisoned.

In the real world of non-traditional educational programming, this sort of rationale bogs down sooner or later. A poor performer (a short course that does not generate healthy revenues) may be kept on the books because, a) the vice-chancellor is teaching it, b) it gives a token gesture to the folks in arts and sciences that there is an interest in scholarly values, or c) it forms a part of a larger program offered by professor X or department Y, and we can suffer the loss on this one because we can "make it up" on the others, etc. The point is that pure accountancy, although it gives lip-service to a "value-free" or neutral evaluation schema, never succeeds in the effort to clearly delineate the worth or value of a short-course relative to the program or any other value criterion. Moreover, the commitment to this strategy is not the panacea that it appears to be on the face of things.

Another typical approach to evaluating credit-free short courses consists in making a case for courses based upon program allegiance. For example, a directive comes across the Dean's desk telling everyone that more self-improvement offerings are needed in the short course listing. The yoga and holistic health people have gotten the ear of the president of the university, and low and behold, the short course office is to redirect the continuing education thrust toward more non-traditional offerings. Beneath this edict is, of course, a value: a value of self-improvement over the value of job-skill enhancement, or some other matter. The claim is that non-traditional education is really rather vacuous anyway, and we can make it do something in this case: i.e. improve people's health or happiness, etc. Now the fact that the president has gotten this value from some early morning exercise program does not deny the force of it in present circumstance:"yes, short courses ought to improve people, so let's get on with it," seems to be unstated assumption.

The call for short course evaluation based upon the norm that such courses ought to contribute to the self-improvement of the individual begs the important question, "What is self-improvement?". Clearly, there are those persons who see every class offered by a university as promoting self-improvement, but this does not help much. After all, we must be able to distinguish the extent to which this course rather than another is self-improving. For example, a course in Mandarin Chinese may be improving, but not in the same sense as a class in Chinese cookery. This is to say that a lot of what R.S. Peters has said regarding the "worthwhileness of activities" needs to be addressed here (1966): that is that some subjects we learn have more worth than others (they have been deemed so for centuries, have impacts on job skills, serve to lead to future educational oppportunities, etc.,).

A third approach that may be taken is one in which programmatic goals tend to dictate what is of worth in short course offerings. For example, the engineering department has traditionally done a bevy of courses and comes to the short courses coordinator with a course proposal for teaching contractors how to build on mud (in our region, Louisiana, this proposal might not seem outlandish!) The rationale is that the department already offers similar courses dealing with building on dirt, sand, and rock, so it would be logical to offer this class on mud foundations. The evaluation of worthwhileness is made in terms of the program and its cohesive fulfillment. Moreover, arguments are advanced that contractors (or engineers) would be incompletely prepared were they not to have this class.

This argument has a kind of logical force to it that is difficult to overcome. The fact that it may not generate sufficient income, or that it will not improve the development of the self, is not important. The evaluation is made prior to any real consideration of consequence or impact. We are led to believe that because it is logically true that this course is in sequence, it is simply true that people will want to take it.

The foregoing illustrate three sorts of claim-arguments that may be deployed on short course staff and officers (by no means are these the only three arguments, but they will serve us here). What does this leave us in terms of evaluation. Certainly, if one buys any of these arguments, it is possible to trot in an evaluation instrument and get on with the determination. However, there are a number of rather critical matters that have been left unsaid: the larger meta-evaluational considerations have been short-circuited.

META-THEORETICAL REFERENCE POINTS

What we have been saying is that the evaluative strategy used in judging the worth of non-credit short courses is thus dependent upon any one of a number of rationales or arguments. (We have identified three such criterial considerations: economics, self-improvement, and program integrity.) It is significant to see these criteria as themselves value-bases. However, how does one determine the relative merits of each of these rationales as they are viewed as having competing claims on the resources and staff of the unit (short course office)? The answer to this kind of question is not to be found embedded in the rationales themselves, but only by rising up a level to consider the meta-reference points as they play a part in the theory of evaluation.

Clearly, we do not wish to argue that either the criterial values are "out there," or part of the "real world," nor that such criterial matters are a function of some set of ideals (e.g. "the American free enterprise system") Instead, we are proposing that such judgmental decisions are based upon factors affecting the evaluation procedures, and these become the pegs upon which are hung arguments such as "bottom line" economic concerns, "personal improvement," or "program integrity."

Evaluation schemas always include the prized or valued. If the short course is "Introduction to Basic Computing," then it finds it's way into the collection to be evaluated owing to the fact that it has some value (to someone, or else it would not be taught or at least listed as an offering). Efforts to empanel a "jury" or call upon "neutral evaluators" is thus destined from the start to embrace naivite. The fact that the course exists at all is an expression of a value-status. Hence, one of the first meta-level reference points is the understanding that we must deal with courses qua values (expressions of value). This simple fact may thus always prompt the decision to retain a course (no matter what the evaluative criteria for judging its worth) solely on the grounds that it was or is valued (Anderson, 1982).

One solution to the problem of competing qualitative judgments regarding worthwhileness in situ is to introduce the distinction between "formative" and "summative" evaluation. This "process research" approach, as M. Scriven calls it (1967), would see short course evaluation focusing on the lacks or deficiencies (formative) in the early or tentative versions of the short course program. The summative evaluation would look at the outcomes of the short course packages, in the sense of impacts or causal products. A third type of process evaluative approach is captured in the notion of "non-inferential" evaluation, or the examination of phenomena without regard to the short or long-term consequences of the program. Here the emphasis may be placed on the evaluation of such matters as teacher talk, along the lines of Meux & Smith, 1961 (Scriven, 1967)

None of the above approaches removes the evaluator from the requirement of showing the worthwhileness (or lack of it) as found in a particular short course or conference. Evaluation includes the measurement of a course against the goals of the continuing education unit, as well as the procedures for evaluating these goals (Scriven, 1967). In this sense then, evaluation is self-referential (i.e., it both describes a value and describes the process of evaluation in value terms). As Scriven has stated elsewhere, the field of evaluation ought to be looked at as not an off-shoot of some other discipline, but as a more inclusive discipline in its own right. The self-referencing feature seems not to be so evident in other social sciences.

Jürgen Habermas has pointed out that there is today a crisis in public administration owing to the fact that the goals of administration are not subject to debate, only the means are to be rationally analyzed (S.Maxcy, 1983). Where administrators of short course programs, for example, fail to deliver the goods (achieve goals), the crisis mounts in the form of powerlessness --- a question of legitimacy is then raised. Short course continuing education coordinators, then, could evaluate courses and curricula and program goals with respect to university goals---not just the value of the individual courses alone.

One possible scheme for arranging the program is to divide the short courses according to categories. For example, groups such as "professional," "enrichment," "academic," etc., may be used. The evaluation of any course may be checked in terms of its fittedness with regard to the categories. Of course, an evaluator would want to look at these categories from a taxonomic standpoint (i.e. are these discrete categories or do they overlap, leave things out, and in other ways violate the logical structure of the program?) The arrangement would further affect the programmatic goals as these were marketed or publicized in newspapers, t.v., or radio.[2]

We are not claiming here that evaluative processes that address goals of short course programs are equivalent to ideologies. Some of the literature in curriculum theorizing would lead us to conclude that evaluation strategies are merely a function of ideological world view (Apple, 1979; Flude & Ahier, 1974; Giroux, 1981). Ideologies are large-scale sets of abstractions regulating a variety of states-of-affairs, while evaluation strategies tend to be more narrowly focused on worth-determination. It is vital to see evaluation as a many-sided affair. In part, evaluation may pay lip-service to the needs of the individual person, or serve as a venting for negative or positive feedback. The many functions of evaluation should be kept in mind in evaluating non-credit short course offerings. It would be more accurate to say that meta-theory is the level at which one can best critique competing evaluative strategies and the reference norms they entail. Hence, while evaluational rationales are found operative within ideological contexts, it is not the case that they are isomorphic with them. Moreover, the justification of any ideology is found operative within the ideological language system, and not a function of the process of evaluating the process.

CONCLUSIONS

This paper has argued that the evaluation of credit-free short courses ought to be looked at in terms of a three-level schema:

META-THEORY = the philosophical examination of the goals of short course program/analysis of evaluation

RATIONALE/METHOD = the argument for short course(s)/evaluation

SHORT COURSE = operational/object level

The evaluation of non-credit short courses should recognize that piece-meal evaluations (those focusing on economics, self-improvement, or programmatic integrity) neglect the larger goals of the short course office. Such goals provide the criteria for evaluating individual short courses. In addition, evaluational methods differ enormously. It must be the case that any short course program and short course office will necessarily employ an individual modus operundi. It is thus important to develop evaluational considerations of the evaluation process itself. Finally, the schema proposed here is necessarily artifical, in the sense that the "levels" are logical ones only. In the real world of short course evaluation, the levels become interlaced: at times it is quite difficult to know at which level one is operating, and in which direction. The important point is that short course evaluation must have meta-theoretical reference points to help monitor the process and the product.

NOTES

[1] Certainly the evaluation of instructor effectiveness and the improvement of credit-free short course teaching is an important matter. In the present effort, we have not addressed this issue (although it may be seen to tie-in with course evaluation, program evaluation, etc.).

[2] The program categories could be developed more thoroughly were space available. The important point to keep in mind is that courses are arranged and the arrangement is evaluationally significant.

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THE DEVELOPMENT OF A NATIONAL EXTERNAL DEGREE PROGRAM FOR FIRE SERVICE PERSONNEL:

THE OPEN LEARNING FIRE SERVICE PROGRAM

by

Betty Jo Mayeske, Ph.D.

Abstract

This paper presents a brief history of the development of the first successful nationwide external degree program for a specific student clientele. The decisions made concerning the structure and development of the program will be presented along with the rationale and evaluations of the success of the Open Learning Fire Service Program.

INTRODUCTION

This paper is a brief history of the development of a nationwide external degree opportunity for a specific student clientele—fire fighters. In many ways this mandated need for educational options follows the tradition established by the Morrill Act of 1862 that created college opportunities for engineers and farmers, and the Law Enforcement Education Program (LEEP) of 1968 that developed college programs for police officers. As with the Morrill Act and LEEP, federal legislators hoped to address societal problems by encouraging education for those citizens engaged in occupations affected by rapid change.

In 1973 the National Commission on Fire Prevention and Control published its final report America Burning. This report recognized fire as a major national problem and stated:

> Appallingly, the richest and most technologically advanced nation in the world leads all the major industrialized countries in per capita deaths and property loss from fire (National Fire Prevention and Control Administration, 1975).

The findings of this report encouraged legislation that proposed remedies and solutions. The Federal Fire Prevention and Contract Act of 1974 acknowledged higher education for fire service personnel as a means of increasing the professional capacities of those involved in attacking the nation's fire problem.

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[1] Dr. Betty Jo Mayeske is the Director of the Open Learning Fire Service Program, Washington, D.C. She previously developed the Open University at the University of Maryland, University College.

Even before the national interest in the fire problem gained focus on the federal level, individual fire fighters had demanded college opportunities. Fire fighters around the country had supported fire service programs at the Community College level. In 1974 the International Association of Fire Fighters (the IAFF), that represents 175,000 paid fire fighters, passed a convention resolution that called for the development of baccalaureate degree opportunities for their membership to be made available in a flexible manner.

With grant funds from the newly established National Fire Academy, the IAFF was given the go ahead to address the problem of the lack of educational opportunity for fire fighters. The National Fire Academy desired that any plans also include options for the million or so volunteer fire fighters. The IAFF began by hiring educators experienced in the design and development of non-traditional college programs. Thus the Open Learning Fire Service Project staff was formed in 1977.

The staff's work began with a year long needs assessment and feasibility study. We found 226 Community Colleges that offered courses and programs in fire-related areas. However, only 16 baccalaureate programs at four year colleges existed. All four year programs required classroom attendance by students.

We also reviewed the work pattern of fire fighters and saw work schedules that were diverse and varied from week to week. In general fire fighters did not receive tuition reimbursement from cities or states nor were they rewarded with pay or promotion incentives.

Still there were some encouraging signals. We documented the continued interest of fire service personnel in educational opportunities with a Needs Assessment Survey. This was sent to 11,500 fire service professionals. Eighty-one (81) percent of the respondents to this survey indicated they would enroll in college programs, if the programs allowed time and place flexibility.

We understood that our plan needed to provide upper level credit courses in fire-related areas that would be components of a baccalaureate program. Further we realized that this educational option must be available to qualified fire fighters residing anywhere in the country. We also recognized that any long range plan proposed for development in the 80s must consider that colleges were experiencing financial constraints and that the federal government would not provide substantial funding.

THE CURRICULUM

Our first concern was to determine if a curriculum existed on the upper level in fire-related areas. We found that course examples did not exist either in print or lecture form. Because we hoped to provide opportunities for students who could not be restricted by regularly scheduled classes on campus, we needed an independent study format. The materials normally made available by a lecturer would now have to appear completely in print form.

To produce stimulating independent study courses—courses able to reflect recent research and knowledge—we followed the example of the Open University of the United Kingdom and used a course team approach. Faculty experts, eminent fire service practitioners, and instructional and visual designers worked together to produce a course. The experts are brought together from around the country for a designated developmental period. They meet as a team on occasion and correspond throughout the development period. A system of checks and balances is used during development. All authors review all materials, student readers comment on the drafts, the instructional designer checks that cognitive and behavioral objectives are met, and a senior author resolves all disagreements.

We have concluded the twelfth fire-related course in the planned curriculum. The average course guide runs to 500 pages, divided into 15 units, and usually includes over 300 self-test exercises. The self-test exercises (questions and answers) focus on the most important points to help students understand, synthesize, and master the units' content. They serve also to give immediate feedback to the student studying at a distance. Assignments and a pool of final exam questions are also prepared for use by the instructional faculty.

The twelve Open Learning courses have withstood the scrutiny of approval boards and faculty instructors at eight American institutions and of discriminating fire fighter students. These courses are evaluated by students and faculty in a lengthy questionnaire sent out every term. Some results of the Student Evaluation Report, Fall 1983 follow.[2] When asked if the course would help them become a better professional, 93% responded affirmatively. When asked to rate the course, 98% gave the course a high overall rating.

THE OPEN LEARNING CONSORTIUM

Independent study courses are merely paper unless they are instructed by accredited institutions. We surveyed over 400 colleges and universities in 1978. We asked that these institutions be able to: 1) award external baccalaureate degrees; 2) include in their curriculum courses in fire-related disciplines; 3) charge students a reasonable tuition; and 4) instruct in-state and out-of-state students in a flexible independent study manner. Over the years we have formulated agreements with eight institutions and have formed the Open Learning Fire Service Consortium. These institutions are: Cogswell College, Santa Clara, California; Florida International University, N. Miami, Florida; Memphis State University, Memphis, Tennessee; Western Oregon State College, Monmouth, Oregon; University of Maryland, University College, Maryland; University of Cincinnati, Cincinnati, Ohio; Western Illinois University, Macomb, Illinois; and Empire State College/SUNY, Saratoga Springs, New York.

The number of institutions was deliberately limited, so as to ensure that a college could draw from a reasonable student population pool. Each college's program remains strong and viable because it registers students from a four to five state region.

The consortium institutions agree that independent study is far more effective if flexible interaction between faculty/student and student/student is planned and planned from the beginning. Group discussion questions are prepared by the course team; and the colleges plan student/faculty meetings in person and by phone. All faculty members receive the Faculty Guide which gives examples of the many ways they may contact and stay in touch with a student studying at a distance from campus. The Guide stresses that faculty should initiate contact with students by phone or mail rather than wait for a student's call for help.

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[2] This report presents the results of the student evaluation conducted for courses taken during the Fall of 1983. Thie evaluation is under the direction of Dr. Ted Kastelic, OLFSP Associate Director/Evaluator. Student evaluation instruments were mailed to the 503 registered students and 221 were returned completed. This represents a return rate of 43.9 percent.

THE OPEN LEARNING STAFF

Many tasks are performed by the Open Learning Washington, D.C. staff in order to spare the institutions expense and to avoid duplication of effort. As noted, we direct the course development and assure the quality and level of the courses. We also revise, update, and republish the courses every three years based on the evaluation of students, faculty, and the course team. As the central focus of the consortium, the Open Learning staff coordinates resource sharing, prints informational materials about the program, and prepares specific materials such as a Student Guide, a Faculty Guide, and a Course Team Handbook.

As of the fall of 1984, the following program accomplishments can be reported.

(1) The total twelve course curriculum has been completed and all Course Guides are available from Ginn Custom Publishing, Lexington, Massachusetts.

(2) All of the available courses are in the catalogues of the eight network institutions and are instructed on a regular basis by these institutions. All consortium institutions have graduated fire fighter students.

(3) Over 700 students registered at the eight institutions to take Open Learning courses last term. The student count has grown by 25% every year.

(4) One hundred twenty students have earned baccalaureate degrees in the last two years.

(5) Several students have had their assignment papers published in fire-related journals. Around the country students report job advancement as a result of educational attainment. More and more job announcements in the fire service require a bachelor degree for top positions. Cities and states have begun to award incentive pay for students who have completed a baccalaureate degree.

PLANNING GUIDELINES

This brief history of the development of an educational program for a specific student group may have ramifications for others concerned with increasing educational opportunity for those not previously served by universities. Some specific goals were of importance to the Open Learning Fire Service Program. Important planning guides included:

(1) An emphasis on a total curriculum that permits degree attainment. We avoided haphazard course development that did not not lead to a goal.

(2) A dependence upon existing accredited institutions to do what they do best—instruct and award credits and degrees. We worked with them to direct their existing resources for the benefit of a particular group.

(3) A centralized course development plan. Rather than asking each institution to build a permanent professional staff in the areas of Fire Administration and Fire Prevention-Technology, we brought the best experts together for a short period of time to prepare a course. Each institution then uses its' existing faculty members as mentors, tutors, and evaluators.

THE GROWTH OF PROFESSIONALIZATION AND EDUCATION

Emerging professions are occupational groups seeking to increase their status and qualifications in order to respond to the increased complexity of their job. One hallmark of professionalism is the recognition of higher education's role in occupational upgrading. Previously, federal funds have been used to upgrade people in agriculture, engineering, and criminal justice. Now fire fighters have joined this group.

One of the signs of an emerging profession is the worker's desire to earn a degree in professionally related areas. This too has happened to fire fighters as a result of the development of the Open Learning educational opportunity. Last fall's student evaluation showed that when asked what their educational goals were, students answered:

2.2% just wanted courses or a certificate
61.6% wanted a baccalaureate degree
26.9% wanted a masters degree; and
5% wanted a doctorate

When the project staff first polled potential students in 1978, only 36% of the paid fire fighters expressed any interest in a baccalaureate program. Today 62% desire a baccalaureate degree and 33% are interested in graduate work. With increased opportunity fire service personnel have responded with increased enthusiasm for higher education.

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QUESTIONS FOR ADMINISTRATORS OF EXPERIENTIAL LEARNING PROGRAMS

Barbara Mayo-Wells and Raymond W. Campbell

Abstract

Programs designed to provide students with college-level academic credit for learning they have acquired through life experiences are not uncommon in the United States, although they are still considered nontraditional. As the student population grows older -- because there are in the general population fewer people of traditional college age, and because increasing numbers of adults are returning to college to begin, complete, or supplement their education -- the number of such nontraditional programs is increasing. It is not only in the United States that such a trend exists. Recently, postsecondary institutions in Great Britain and in Norway have sent representatives to The University of Maryland University College to learn about EXCEL, the experiential learning program that has existed there since 1978. The representatives' interest has focused on two aspects of assessing prior experiential learning: the rationale for including such learning as part of a baccalaureate program, and ways in which the assessment of experiential learning can be conducted. This paper describes EXCEL's rationale and raises some of the thornier questions that have confronted EXCEL's administrators during the growth of the program.

INTRODUCTION

Programs designed to provide students with college-level academic credit for learning they have acquired through life experiences are not uncommon in the United States, although they are still considered nontraditional. As the student population grows older -- because there are in the general population fewer people of traditional college age, and because increasing numbers of adults are returning to college to begin, complete, or supplement their

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Barbara Mayo-Wells is Assistant Dean, and Raymond Campbell is affiliated with, Faculty Development, The University of Maryland University College, College Park, MD 20742. (301) 454-2225.

education -- the number of such nontraditional programs is increasing. It is not only in the United States that such a trend exists. Recently, postsecondary institutions in the U.K. and in Norway have sent representatives to The University of Maryland University College to learn about EXCEL, the experiential learning program that has existed there since 1978. While both the credit yield and the number of EXCEL students are small compared to the total University College student population, the fact that for any given student EXCEL may provide the equivalent of one-fourth of a baccalaureate degree (30 semester hours credit) requires that close attention be paid to the academic rigor of the program.

EXCEL, like most other programs for the assessment of prior experiential learning in the United States, is a member of the Council for the Advancement of Experiential Learning (CAEL) and follows many of CAEL's guidelines. Still, each such program is of necessity as individual as the institution that houses it and must conform to the degree program of which it is a part. So EXCEL's administrators have given careful thought to the philosophies underlying their program and to the means for administering it with both academic rigor and fiscal viability. Whilst our solutions may not prove workable in all institutional settings, we present the questions from which they arose as worthy of consideration by others who are implementing programs for the assessment of prior experiential learning.

EXCEL's Assumptions About Prior Learning

1. Adult students have had a variety of life experiences.
2. Those life experiences can (but do not always) result in learning that is equivalent to college-level learning. NOTE: College-level learning (a) is at the collegiate level, as defined by faculty experts, (b) has a theoretical, not solely a practical, basis, and (c) is generalizable, that is, can be applied outside the specific context in which it was gained.
3. Within reasonable limits, such learning has an appropriate place in a college curriculum.
4. Some (not all) students can articulate and document the college-level learing they have gained through their life experiences.
5. Their learning, NOT their experiences, can be reliably assessed to determine whether or not credit can appropriately be awarded.

Principles Underlying the Administration of EXCEL

*Maintaining the academic integrity and credibility of EXCEL is paramount.

*To cheapen the value of one student's degree would be to cheapen the value of every degree conferred by University College.

*EXCEL is not for everyone: Prospective students must be carefully screened on the basis of objective criteria.

*Admission to EXCEL does not guarantee an award of credit.

*Guidance is necessary to enable a student to produce a creditable portfolio. (For EXCEL students, this guidance is provided by a three-credit portfolio-preparation seminar.)

*Delineation and documentation of learning go hand in hand; both are essential to the effective evaluation of experiential learning.

*Evaluation of students' portfolios must be left in the hands of the faculty -- BUT faculty evaluators must receive special training and orientation to experiential learning.

*EXCEL can award credit only in academic areas for which the University can provide competent faculty evaluators.

*Duplicate credit must never be awarded for the same learning.

*Because experiential learning represents knowledge acquired outside University College, it is considered transfer (rather than residential) credit.

*The EXCEL program must be self-supporting, but not profit-making.

*EXCEL does not "sell" credits, it awards them, on the basis of stringent criteria.

The assumptions and principles listed above, because they are congruent with the goals of University College, have provided EXCEL with a solid basis on which to operate. Even so, a number of perplexing questions have arisen during the past few years.

QUESTIONS FOR ADMINISTRATORS

The Evaluation Process

The fundamental questions about evaluation of prior experiential learning, underlying all others, are these:

1. How can administrators and faculty evaluators ascertain that a student's portfolio truly substantiates college-level learning? After all, everyone has experiences but not everyone learns from them. And of the learning that does occur, very little is at the college level.

2. How can one avoid interpreting documentation (that an experience did occur) as evidence that learning also occurred?

For these questions, we have no ready answer. The level of a student's learning in ordinary classes is presumably indicated by the course designator, and if the student performs at a satisfactory level then we assume s/he is learning at the designated level. For ordinary classes, we also assume -- sometimes erroneously! -- that successful completion of required coursework means that learning has occurred. Thus, since our faculty evaluators bring with them to the portfolio-evaluation process their classroom experiences, we expect them to apply those experiences appropriately.

Other questions concerned with portfolio evaluation relate more to logistics than to philosophy:

3. When a faculty evaluator recommends the award of upper-level credit,

   a. Can it be assumed that the student has mastered all (or any) prerequisite lower-level learning?

   b. Should credit then be awarded for relevant lower-level learning, even though it has not been specifically described or documented in the portfolio?

Our answer is no. We believe that the portfolio should stand alone, a complete entity, and that evaluators should neither read between the lines nor make assumptions about what the student may know beyond the bounds of the portfolio. But we thus generate another question:

4. How can evaluators best be trained to achieve consistency in

   a. Amount of credit recommended?
   b. Level of credit recommended?
   c. Avoidance of overlapping credit?
   d. Handling of prerequisites.

How can we ensure a consistency of overall approach among faculty evaluators, without infringing upon their academic expertise?

We try, through written guidelines for evaluation accompanying each portfolio sent to an evaluator, through formal training, through responses to evaluators' recommendations, through informal conversations with evaluators. But since each evaluator works essentially in private, we are constantly uncertain about the consistency of evaluations both within a given discipline and across all disciplines. And thus we wonder,

5. If an evaluator's recommendation seems to low or too high, should we ask another evaluator to review the portfolio? And

6. If so, how should we handle widely divergent recommendations -- e.g., 3 credits from evaluator A (presumed to be too low) and 24 from evaluator B (is this in fact a realistic recommendation, or too high?)

We have indeed sought supplemental evaluations, not often, and have felt guilty each time we've done it. We have come to believe that in such cases once the second evaluation is complete we should invite both evaluators to meet with us and jointly thrash out an appropriate award of credit. We're grateful that the need to do this doesn't arise often, since the process is time-consuming, costly, and fraught with the potential for acrimony.

Probably questions 5 and 6 can be largely avoided by careful attention to the training of evaluators.

Each time we send out a flock of portfolios to be evaluated, at least one faculty member is certain to ask: "How do I know that the material in this portfolio is genuine?" While we -- having interviewed the students during screening, and having discussed the portfolio with the seminar instructors -- are fairly certain that our students are being honest in their presentations, we nonetheless ask

7. How can administrators be certain of the authenticity of students' supporting documents? What approaches can students, faculty evaluators, and administrators take to demonstrate or verify the authenticity of such material?

Strategy

Experiential learning is often viewed with great skepticism by traditional academics. So administrators of programs like EXCEL must often devise straategies for converting the reluctant. Our two most serious questions have been:

8. What is the best strategy for expanding the range of academic areas that can be evaluated? What are the institutional constraints? The political considerations?

9. How can skeptical potential evaluators be persuaded that collegiate learning can in fact occur outside a collegiate institution? What's the best response to the attitude, "If the student didn't learn it in my classroom, s/he doesn't really know the material and certainly doesn't deserve credit!"?

Since the answers to these questions depend on the institutional climate, we offer no answers -- only the comment that just when they seem to have been answered once and for all, then they crop up again in a new guise.

The Role of Experiential Learning in the Curriculum

Assuming that an institution has committed itself to awarding credit for prior experiential learning, there are still many questions to be settled. For instance,

10. May experiential credit be used in partial fulfillment of specific curricular requirements? If so,

a. All requirements?

b. Only some requirements? Which ones? How is the decision made?

c. What happens when a student receives only partial experiential credit (say 1 or 2 credits toward what is ordinarily a 3-credit course)? Must the student take the required course? Must, or can, the student accept the experiential credit too?

11. What happens when a student's recommendations for experiential credit exceed the institution's ceiling (ours is 30 credits) for experiential credit?

a. Stick to the limit?

b. Raise the ceiling for everyone?

c. Decide on a case-by-case basis?

Is academic credibility then affected?

For many of our colleagues at other institutions, the labeling of experiential credit has been troublesome. At issue, of course, are the transferability of credits to other institutions, and so-called "truth in labeling." The issues seem to be these:

12. How should experiential credits be recorded on transcripts?

a. Labeled "experiential" or simply recorded as course equivalents?

b. Labeled residential or transfer credit?

c. Given specific course titles matching those in the catalog, or given titles descriptive of the learning that is being credited?

d. Recorded in a bloc (e.g., 22 credits), broken down into units by academic discipline (e.g., 9 credits computer science, 9 credits business management, and 4 credits information systems management), or broken down into rough course equivalents?

Financial Questions

The fundamental question to be answered is whether experiential learning is a service or just another course offering. If an experiential learning program is provided as a service, it will of course not have the same financial obligations as a program that is expected to break even.

13. Must the program be self-supporting? In full? In part?

14. If the program is self-supporting, how can it be protected from the criticism that it "sells" credits?

15. How should students be charged for the evaluation process and for credits awarded as a result?

a. If there is a portfolio-preparation seminar, should it be credit-bearing or non-credit? Concomitantly, should it be fee-based or free?

b. Is it necessary to keep separate the costs of evaluation and the costs of posting credits? (If so, some combination of evaluation fee plus posting fee will no doubt be necessary.)

Amongst the possibilities are

A. Imposing no separate evaluation fee, but charging for each credit generated through experiential learning at the tuition rate currently prevailing. This approach is the most likely to lead to accusations of selling credit.

B. Imposing an evaluation fee, either a flat rate that is the same for all students, or a sliding scale based on the number of evaluations the portfolio receives. An evaluation fee may, but need not be, accompanied by a posting fee.

C. Imposing a posting fee, either in addition to or instead of an evaluation fee. The posting fee may be the same as a tuition fee (see paragraph A, above) or may be smaller. The posting fee may be a flat fee that is the same for all students, or may be based on the number of credits awarded.

We formerly used the tuition approach to charging for experiential learning credit. However, our the current tuition is $67.00 per credit, so under this system a student who earned the maximum of 30 experiential credits would pay $2010.00, as much as it would cost to earn the same number of credits by taking traditional classroom courses. This expense is prohibitive (few of our students ever register for more than 12 credits per semester) and discourages students from applying to EXCEL. So we have recently switched to an evaluation fee/posting fee system. Our portfolio evaluation fee is $150.00 for one or two evaluations, $250 for three or four evaluations, and $350 for five or more; the typical portfolio receives two evaluations. Our posting fee is $30 per credit. Thus a student whose portfolio receives two evaluations and earns the maximum 30 credits would pay a $900 posting fee in addition to the $150 evaluation fee, a total of $1050. This is enough to keep our program fiscally sound -- and a sufficient savings to make the program attractive to students.

16. How should faculty evaluators be paid? What's fair, and yet within budgetary limits?

a. No payment to faculty, whose evaluation of portfolios is simply a part of the non-teaching duties covered by their regular salary?

b. A flat fee for each portfolio evaluated, regardless of the size of the portfolio?

c. A sliding fee, dependent on the size of the portfolio being evaluated?

d. An hourly rate? If so, what?

Because we have no resident faculty (all are adjunct, hired to teach one course at a time), we do pay our evaluators. We have chosen to pay a flat fee for each portfolio evaluated, although we are aware of the inequities in this system since the portfolios vary tremendously in size and in quality. To a certain extent, we alleviate the problem by assigning several portfolios (both strong and weak portfolios in the same group) to each evaluator. The amount of time an evaluator must spend thus averages out fairly.

SUMMARY

Each experiential learning program must answer these questions within the context of its institution's missions and goals -- yet the program that ignores or evades such questions does so at its peril. It is our hope that by raising these problems for open discussion we have helped some of our colleagues to avoid difficulties in administering their own experiential learning programs.

THE RESIDENCE EDUCATION CENTER SYSTEM OF CHAPMAN COLLEGE, 1958-82

Marilyn L. Morris and Charles M. Dye

Abstract

Chapman College's Residence Education Center system began in 1958 in response to requests for off-campus programming from U.S. military installations in California. By 1982, this small, liberal arts college in Orange, California, had pioneered the expansion of off-campus programs that encompassed a network of 41 centers on U.S. military bases and in civilian communities in nine states. The REC system provided full degree programs through evening class scheduling in 25 academic fields to over 4,000 undergraduate and graduate students.

INTRODUCTION

In 1982, Chapman College's Residence Education Center system had completed a quarter century of steady growth, developing from a modest experiment near its home campus in Orange, California, into a sizeable operation that consisted of 41 centers in nine states and included the U.S. Navy's west coast PACE program as well. The path to this success was one of hard work on the part of all those responsible for the operation over the years, and in their loyalty and resourcefulness they seemed to mirror the very qualities of those who had brought the small, liberal arts college from its humble beginnings in 1918 to its readiness for an off-campus move in 1958.

ESTABLISHMENT

Beginning with Charles Clarke Chapman, who founded the Los Angeles-based college as an institution for his church, the Disciples of Christ, and who gave to it a considerable amount of his personal wealth (Pflueger, 1976), the school had, in fact, a succession of able administrators who seem to have also given just as generously of themselves. Chapman's first president, Dr. Arthur Braden (1924-29), for example, was responsible for turning the school into a full liberal arts college capable of growing beyond its church-related purposes (Delp, n.d.), and later, Presidents Cecil F. Cheverton (1929-41) and George N. Reeves (1942-56) made some very personal sacrifices, even forgoing their own salaries, in their efforts to keep the college afloat during the Depression and war years when enrollments became dangerously low (Sayre, 1968). In addition, President Reeves saw the school through its temporary period at Whittier College while the military made use of its Los Angeles campus, and he was also responsible for moving it to its new home in Orange in 1954 where it began anew to garner support and become an institution of recognized merit

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[1] Marilyn L. Morris is part-time faculty at San Diego State University and San Diego City College, San Diego, California.
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Charles M. Dye is Director, Graduate Studies in Education, The University of Akron, Akron, Ohio.

(Reeves, 1982). Then, with the coming of President John L. Davis in 1957, the college had yet another man of considerable vision to guide it, for it subsequently moved into an era of expansion and growth that not only produced the nation's only shipboard education program, the World Campus Afloat (1965-75), but which also anticipated the country's off-campus movement by nearly fifteen years when it met the request of students at nearby El Toro Marine Corps Air Station and began holding evening classes there in 1958 (Landrus, 1982).

WILFRED LANDRUS: ESTABLISHING THE REC

In the long run, it was the precedent set at El Toro that was to have the most lasting effect on the college, and again it was because of the skills of those who administered the new venture that it grew into such a vast system of off-campus activity. Most important to getting the endeavor off to a sound start was Dr. Wilfred Landrus who, as head of the school's Evening College from 1962-65, must be credited with the growth which began to occur at El Toro during that time (Landrus, 1982). As previous head of the college's Department of Education from 1958-61, Dr. Landrus had developed the college's first graduate degree in Education, and the introduction of this degree option along with Landrus' managerial skills helped the El Toro operation grow and become an important arm of the college. Then, in 1963, when officials at March Air Force Base asked Chapman College to conduct classes at their installation, Landrus set up an efficient administrative system by which to operate the college's programs at its new site (C.C., 1958-68), and this system formed the blueprint for all of the later off-campus activities. In fact, it was not long before the plan was used again, for in 1965 four more military bases requested that Chapman College set up programs at their sites as well (C.C., 1958-68). President Davis established the Division of Residence Education Centers to coordinate the undertaking and relied on Landrus to serve as its first director (Landrus, 1982).

For the next two years, then, Landrus devoted his full attention to making the REC operation a success, and by the time he was ready to return to his post as Head of the Department of Education in 1967, the REC included eight centers, had a student body of over 900, and had accounted for over 4,000 course enrollments for the 1966-67 academic year (September-August) (C.C., 1954-82). Then, under the directorships of Lloyd Lewan (1967-69) and Dr. Wendell Hammer (1969-70), the Division of REC continued to grow so that by June, 1970, there were ten centers in the system, accounting for a student body of over 1,000 and course enrollments of nearly 8,000 (C.C., 1954-82).

JOHN O'CONNEL: EXPANDING THE REC SYSTEM

While the growth of the REC during the first few years was certainly remarkable, it was all the more so because of the fact that the college did not necessarily make a concerted effort to find new locations where its programs could be offered (c.c., 1960-80). Instead, it was the military that came to Chapman College, seeking its help in providing off-duty educational programs for various bases (O'Connel, 1982), and the college merely responded to these requests wherever there was a real need. With the appointment of Dr. John O'Connel as Director of the REC in June, 1970, however, the operation began to take a very different approach (C.C., 1970-77).

Dr. O'Connel believed that the REC was capable of reaching a great many more potential students and wanted to turn the operation into a huge network of off-campus military centers that would not only service thousands of people who might otherwise be left without educational opportunities, but which would also provide an exceedingly lucrative source of support for the college as well (O'Connel, 1982). Fortunately, both President Davis and his successor, Dr. Donald Kleckner (1971-75), agreed with O'Connel's assessment, and buoyed by an enormous capacity for getting things done, O'Connel set out to accomplish his goal (Kleckner, 1982). Four and a half years later he had achieved his purpose and more, for he had opened 29 additional centers in eight different states, he had raised the student body to over 3,500 and increased course enrollments to more than 30,000, and he had obtained a contract to operate the U.S. Navy's west coast PACE program which eventually involved servicing some 125 ships annually (C.C., 1972-82). In addition, O'Connel was responsible for developing the first REC Manual and instituted a number of new procedures which helped strengthen the operation's administrative system and contributed to the academic quality of its programs as well (C.C., n.d.). Thus, when O'Connel left the college in December, 1974, his legacy to it was unquestionably great, and this was still apparent in later years as the operation continued to build on the structure he had developed.

WILLIAM KENNEDY: CRISIS AND COMPETITION

The contributions of Dr. William Kennedy, O'Connel's successor, have also been quite crucial, however, for he took over the REC at a time when the home campus was soon to face a severe financial crisis (Kennedy, 1981) and when the growth of competition was beginning to hurt the off-campus system as well (Kennedy, 1982). Nonetheless, because of Kennedy's resourcefulness in delivering new programs to new markets, particularly in regard to civilians, the REC managed to remain a strong and successful enterprise which continued to provide support to the home campus even after its own revitalization under the leadership of President G. T. Smith (1977). For his part, what Kennedy did was to use such programs as the college's two-year Health Science degree for registered nurses as well as its Computer Science and Electronics degrees as a basis for opening new centers and for compensating for losses which occurred among older programs at many of the REC's previously established sites (Smith, 1983). Kennedy was also willing to take measured risks as evidenced by his investment in the TAPE program, and his judgment regarding which centers to expand and which to close proved sound. In fact, by the end of the 1981-82 fiscal year (June 1-May 31), center course enrollments reached over 28,000, the student body numbered over 4,000, PACE was producing over 10,000 enrollments annually, and at $2,930,000, the operation's net income was higher than it had ever been in the history of the REC (C.C., 1968-82).

REC ACADEMIC QUALITY CONTROL

Protecting the academic quality of its off-campus degree programs has always been a major concern at the Chapman home campus. First, degrees are not even approved for off-campus programming unless a Center Director can show evidence of appropriate faculty and library support. Second, each major program is monitored by a home campus coordinator who checks student records for proper course completions and who visits the centers to meet with students and faculty and advise directors on course scheduling and faculty selection.

Third, REC instructors must be approved by the head of the appropriate home campus academic departments, and though they are contracted for each course taught on a part-time basis, they must possess credentials that are equal to those of full-time home campus faculty. Fourth, all courses must be taught according to home campus syllabi and instructors are required to submit copies of their own course outlines as well. Fifth, part-time faculty are generally allowed to teach only one course per term and student evaluations of their teaching abilities are conducted for each course and sent to the home campus for review. Finally, directors try to maintain a sense of institutional identity among their instructors by holding faculty meetings and setting up faculty advisory committees (C.C., n.d.).

THE REC SYSTEM AND THE HOME CAMPUS

Throughout the history of the REC, the Chapman College home campus has monitored the system's activities carefully, particularly in regard to the maintenance of appropriate academic standards (C.C., 1960-80). The campus faculty, for example, has always exercised a great deal of control over the REC, determining which programs it could offer and which instructors it could hire and demanding evidence that campus policies had been carried out (C.C., n.d.). Over time, this arrangement undoubtedly protected the REC's academic quality and to that extent it worked well (Smith, 1983). On the other hand, the slowness of the campus faculty to accept the REC as a valid and important part of the college was a problem to which all of the REC's early administrators had to give a great deal of attention (Kennedy, 1981-82). In fact, even though campus faculty resistance seems to have subsided in recent years, the REC still finds it difficult to generate an appreciation for its needs among those at the home campus, especially in regard to program development which has always progressed at too slow a pace (C.C., 1923-83). One can only speculate as to how long it would have taken the faculty to revise its general studies program, for example, had President Davis and the REC not stressed the urgency for action, and although in this particular instance the REC's impact on the home campus was ultimately favorable (Smith, 1983), some faculty still failed to appreciate the extent to which their aims and those of the off-campus operation were similar. Both wanted to build strong programs worthy of national recognition, yet most of the time when their aims did finally coalesce in the development of a new program, it seemed to occur by accident rather than by design (Kennedy, 1981-82).

At base, this problem between the REC and home campus faculty might have been avoided had President Davis consulted the faculty when he formally established the REC back in 1965 (Lewan, 1982), but as it was the operation was started without the benefit of a consensus from the home campus as to what its goals should be and how it should fit into the campus scheme of things. Thus, the faculty never had the opportunity to feel that the project was of their own making, and for this reason they have tended to view the REC as an entity which stood apart from the main business of the college but which nevertheless required control and diligent supervision if it were to live up to Chapman College standards (Hammer, 1982). In any case, it took REC administrators a long time to break down the worst of the barriers, but by inviting the home campus faculty to become more involved in the operation's affairs through such forums as the REC Council and the use of program coordinators, they managed to convince the home campus of the REC's merit and relations gradually improved (Kennedy, 1981-82).

In the meantime, the administration of the REC was also carefully supervised, and it was not until 1976 that the head of the system was finally given vice presidential status and granted full authority over REC affairs (C.C., 1960-80). By that time, however, the REC was generating a great deal of income and it had proved its ability to conduct itself wisely (C.C., 1968-82). Its net income had soared from just $222,956 in 1969, for example, to an impressive $2,184,000 by the end of the 1975-76 fiscal year, and it is probable that the Chapman College Board of Trustees was anxious to let the operation run as efficiently as possible so that it might continue to produce such agreeable returns (C.C., 1977-83). Even though indirect costs to the college have never been figured into the REC budget (Morris, 1981-82), a net income of over two million dollars clearly indicated a substantial profit, and given the fact that the home campus had recently suffered one of the worst financial crises in its history, this constant and sizeable flow of income from the REC served as a crucial source of support (C.C., 1977-83).

During the next few years, however, the home campus survived its crisis, becoming in fact much stronger under the leadership of President G. T. Smith than it had ever been before (Deloshon, 1981). At the same time, the REC continued to annually produce net revenues in excess of two million dollars, reaching as much as $2,930,000 by the end of the 1981-82 fiscal year. Still, REC income has yet to be used for reinvestment in the operation in as substantial a way as might be expected (c.c., 1980). While the Computer Science program is one example of intelligent financial allocation, there are many other areas where reinvestment is sorely needed such as program development, marketing, and staff and faculty salaries (Childers, 1982). With the academic market as competitive as it is today, the college should seriously consider the needs of the REC and make financial provisions for its continued success (Chapman, 1982). For years, the REC has responded to the needs of the home campus; it seems as though it is now time for the home campus to respond to those of the REC (Morris, 1982). Ultimately, the two operations share the same goals, and thus it would be wise for them to function accordingly.

THE REC AND THE U.S. MILITARY ESTABLISHMENT

It is highly probable that had it not been for the military's need for on-base academic programs, Chapman College would never have ventured into the off-campus field (Landrus, 1982). On the other hand, in the early years when few colleges would consider moving off-campus, Chapman showed military officials in California that with the proper administrative system it was possible to maintain high quality, full degree programs on base, and this must have had a favorable effect on their opinion regarding the viability and potential of off-duty education. Moreover, in later years the college continued to demonstrate its skill in meeting military needs by sending instructors to remote radar sites, developing one of the earliest Contract Degree programs and, most importantly, by placing instructors aboard ship for a full term or more under the Navy's PACE program (Van Horn, 1981). In fact, in the case of the PACE operation, there can be no doubt as to Chapman's impact, for in handling the program as it did, it caused it to grow beyond anyone's expectations and it set a precedent for operating the program which is still followed today (Childers, 1982). Thus, while the U.S. military most certainly had a profound effect upon Chapman College, its relationship with the school was mutually important in that the college made a substantial contribution to the expansion and development of the military's educational activities (Kennedy, 1982).

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THE REC AND PROSPECTS FOR THE FUTURE

The greatest strengths of the REC are the quality of its academic programs, its service to students at the center level, and the dedication of its administrators, staff, and faculty. Its greatest weaknesses include the obsolescence of its approach to handling paperwork, its lack of expertise in regard to marketing, and its poor articulation with the home campus which has resulted in slow response time to center requests and an even slower reaction to the need for program development. On balance, the system's weaknesses outnumber its strengths, yet despite its shortcomings, it has continued to function successfully and provide quality programs, a fact which very probably reflects the abilities of those responsible for its operation. Even so, with tuition costs rising, the uncertainty of future military support, and the promise of increased competition from other institutions, the REC may be forced to find ways to remedy its weaknesses if it is to maintain its present size and strength.

Of course, while there are technological solutions to handling paperwork efficiently and consulting services available to help with marketing, the less tangible problem of developing a greater sense of identity and cooperation between the REC and the home campus is one which will require strong leadership on the part of both campus and REC administrators alike. Chapman College has a great deal to offer prospective students on the home campus and off-campus sites, and it has a history of service of which it can be justifiably proud; but unless it begins to coordinate its efforts with greater attention as to how the REC and home campus can help each other, it may miss an important opportunity to insure its future success.

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INTERINSTITUTIONAL ARTICULATION AND THE NONTRADITIONAL STUDENT

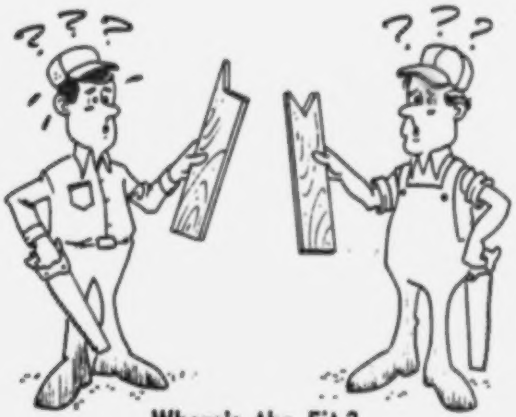
John L. Mowrer

Abstract

This paper presents an overview of articulation, what it means in education, when and how articulation should be accomplished and who should be involved. Articulation implies making easier the transfer from one institution to another or from one program to another within the same institution with zero or minimum loss of credit because of the transfer and zero or minimum diminution to the quality of the program followed.

INTRODUCTION

Webster defines articulation as "the action or manner of joining or interrelating or the state of being joined or interrelated." He further defines the verb, articulate, as "to form or fit into a systematic whole" (Webster's, 1970).



Where's the Fit?

One can readily see that a considerable amount of "forming" or "fitting" will need to be done before the two boards, held by two obviously disappointed carpenters in the above illustration, fit or "join" together in a systematic whole. It is equally as obvious that when this forming or fitting is done, either one or both the boards will be changed not only in appearance but in

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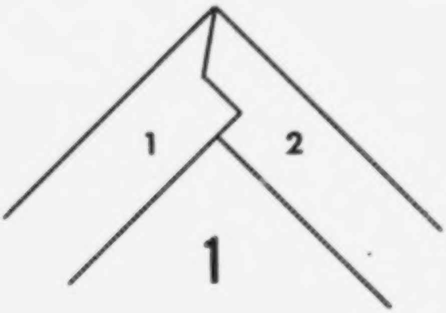
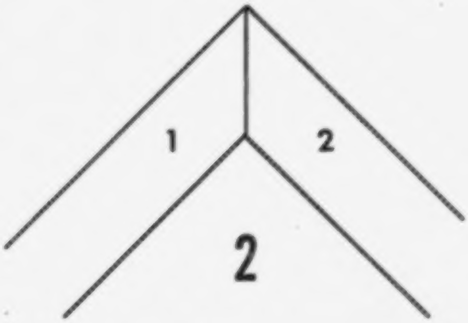
[1] John L. Mowrer is a Professor in Extension Education and the Director of the Nontraditional Study Program in Agriculture, College of Agriculture, University of Missouri-Columbia, Columbia, Missouri. Illustrations by Doug Ross, Graphic Designer, Cooperative Extension Service, College of Agriculture, University of Missouri-Columbia.

length or breadth or strength. The following illustration showing two possibilities, demonstrates how the boards may be formed or fitted together in a systematic whole.





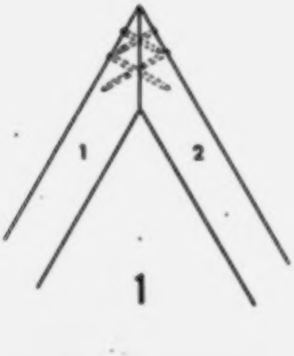
On the left we find that board No. 1 has not been changed but board No. 2 has been changed rather drastically and as a result, is certainly shorter in length than previously.

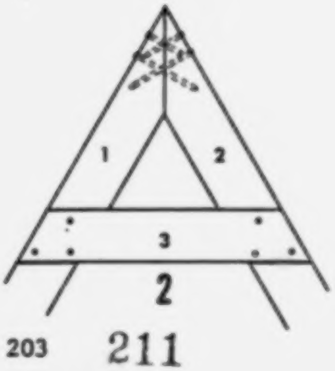
On the right we find that both boards have been altered in appearance (shape) and again both boards are likely somewhat shorter than originally.

But what do these rather simple illustrations have to do with Interinstitutional Articulation and the Nontraditional Student?

When we talk about articulation in education, we are trying to fit, as best we can, the course offerings of the institutions involved into a systematic whole. In other words, we want the courses of one institution to fit or interrelate with the course offerings of the other institutions in terms of the students' goals, needs, interests, degree program, etc.

The wise and experienced carpenter will, whenever possible, make drawings, or purchase blueprints, which clearly show how the "boards" will fit together before proceeding to cut the boards. In other words, he--the carpenter--articulates through the drawing (blueprint) how the finished product will fit together and how it will look when the pieces are joined. Again, the experienced carpenter will, in the planning stage, determine the size, strength and kind of lumber to be used, the shape of the cuts to be made and the relative strengths and weaknesses of the finished product as determined by the characteristics of the lumber, the kind of joint, the fasteners used and the quality of the workmanship. Of course, he will consider the use to which the planned structure is to be put.





As shown in the preceding drawing, Structure "1" is quite weak--it is held together only by the fasteners (nails and screws) used at the main (top) joint. Only slight downward pressure will cause this structure to collapse. Structure "2" however is held together at the top, the same as "A" but strength has been added by placing a "cross-bar" near the bottom of the structure. Now the structure will collapse only when the burden becomes too great for the strength of the materials used.

Now back to articulation in education. Here too we are interested in strength, in fit, in joining together, in expected use and in quality of workmanship (known in academic circles as academic excellence).

Articulation between universities, between universities and four-year colleges and between universities, four-year colleges and college transfer programs of two-year junior/community colleges is designed to prevent or at least reduce the chance of "poor fit" when a student transfers from one institution to another or from one program to another program within the same institution. Articulation does not however, and in my opinion cannot, prevent transfer problems which arise out of low grades, or a change from a two-year vocational or career program to a four-year program leading to a baccalaureate degree in a different field. Much as the carpenter has to form and fit and change the shape, length and breadth of improperly cut boards or of boards which have previously been formed, fitted and shaped for another structure, so must the program for graduation be formed, fitted, shaped and/or changed for the transfer student. Just as the carpenter saved as much of the original lumber as possible, the advisor, counselor working with the transfer student should save as much of the previous college learning, as evidenced by transcripts or other documentation, as will contribute to the strength, depth, breadth, quality and completion of the degree sought. Of course, ideally, those involved, the student and the advisor, will carefully plan the program for graduation, prior to actually beginning the program so that a minimum of "forming, fitting and cutting" will need to be done during the "construction" years. But as is often said, "The best laid plans of mice and men quite often go astray." It may be that the goals of the student change, or he/she may, through no desire of his/her own, because of moving, finances, etc., have to change institutions. Perhaps a war intervenes or a parent dies and as a result, the student drops out of college for a period of time. What ever the reason or reasons involved, there is likely to be a great need for articulation when the student returns to academe. Nontraditional students, as you all know, are different from the "college-age" students we have in the past been so accustomed to. They are likely to be older, to have much learning from years of work and living, have family responsibilities, job responsibilities, community responsibilities and be only part-time students.

The Carnegie Commission on Higher Education emphasized "easing the movement of students into and out of higher education" (Carnegie Commission, 1971). Jonathan Warren, in the book Planning Nontraditional Programs, talks about facilitation of transfers among programs (Cross, 1974). Peter Meyer in his book Awarding College Credit for Non-College Learning refers to the American Council on Education statement which said, "Social justice requires that all learning, regardless of where it takes place, be treated as equitably as possible in the system of social awards for individual knowledge and competencies (Meyer, 1975).

In all these cases, what the authors are really talking about is articulation.

Perhaps I have belabored the importance of articulation too long but I am afraid that many academics still tend to look first at the subject matter and secondly, if at all, at the student. We, in higher education, all too often continue to think mostly of courses, credit hours, departmental and degree requirements rather than of student needs, desires, interests, strengths and weaknesses and how a quality program for graduation may be built on what the student brings to the learning situation whether that involves classroom learning, a laboratory, individual study or work experience.

The College of Agriculture at the University of Missouri-Columbia has for the past several years had a very active College Relations Committee with the avowed purpose of facilitating transfer of students majoring in agriculture from the state universities, state colleges and community/junior colleges to the College of Agriculture at the University of Missouri. Much progress has been made in making such transfers easier and in assuring that transferring students will not lose too many hours in the process. With some 20 or more institutions involved it has been a difficult and time consuming task. Agreements have been put into place whereby the College will accept, in transfer, up to 12 hours of agricultural course work from the community/junior colleges within the State and also may, based on a course-by-course evaluation, accept additional agricultural hours. Although 12 hours is not a lot, it is a significant part of the total of the 48 hours in agriculture required for the degree and corresponds very closely with the number of agricultural hours a student would normally have during his/her first two years at UMC. In addition, almost all the general education requirements for the degree may be transferred in.

For the most part, the agricultural courses offered at the community college are offered as part of the programs leading to an associate in science or associate in applied science degree and are not taught as transfer courses. This has created some problems in that the courses may not always have the theoretical base of the corresponding level courses taught within the College of Agriculture, or may not have the prerequisite requirements such as chemistry which is required for the basic soils course. The majority of transferring students are making satisfactory progress and the agreements have been recently re-approved. On the average, transfer students from the junior/community college ag programs to the College of Agriculture have suffered approximately a 1/2 point decline in G.P.A. from an entering average of 2.74 to a UMC average of 2.26 on a 4.00 scale.

Nontraditional students face a somewhat different set of problems than do those students who make immediate transfer from one institution to another. It may have been a considerable time since they completed the course work they now wish to transfer, they may have a great deal of "learning" acquired through work and living experiences which they wish to have recognized in terms of college credit hours, and it is more likely that they will be part-time students. All of these possibilities need articulation between sending and receiving institution, between the place of work and the academic institution and between the potential student and the academic institution.

We make it a practice in the Nontraditional Study Program to accept in transfer all those credits earned from a properly accredited institution of higher education if that institution would accept those credits toward an associate of arts, bachelor of arts or bachelor of science degree, and if the grade in the course is "D" or above. Courses which do not fit the above criteria may be evaluated for transfer by appropriate faculty, the student may request an examination in the area covered by the course or may submit a portfolio of prior learning in the area covered by the course.

The descriptive brochure concerning the Nontraditional Study Program suggests all these possibilities. Correspondence going to potential students highlights these possibilities. In addition to transfer of organized educational credit, use is made of the ACE recommendations for programs in non-collegiate organizations and the military. Examination programs such as "CLEP" and "ACT" are also used as are departmental examinations.

Acceptance of courses may or may not help a student toward a particular degree and each institution has particular requirements to be met before that institution will award the degree. This may mean that the student will have more hours than the degree requires and this is one of the penalties experienced by transfer students. Good prior articulation may alleviate the problem but it will not make the problem disappear. For instance, student X enters the university as an animal science major and during the first three years of his four-year program follows a path designed to move him toward a degree in animal science. Due to financial difficulties he drops out of school following his junior year and takes a job with a seed and fertilizer dealer. Over the years he enjoys his work and learns considerably about seeds, fertilizers, herbicides and plants and soils in general. After five years he decides to return to college and finish his degree. He is no longer interested in an animal science major but is interested in agronomy.

Now I believe most of us would think that some or much of his previous college work should apply toward his new goal of a degree in agronomy. Undoubtedly, he will have some composition, history, science, mathematics, sociology, psychology, humanities, etc. (so called general education or liberal arts) courses which will apply. The problem arises out of the specific knowledge needed for the degree--if it is an animal science major, then specific knowledge in the area of animal science is required. For the agronomy major, the specific knowledge is in the area of plants and soils. Articulation is needed to determine just what will count toward the new goal, how those needs can be met and the time required to meet them. In this case, articulation will save or use as much of the previous college credit as will realistically apply toward meeting the knowledge needs of the new major. The student may or may not need additional "hours" in the general education requirements, there may be some elective credit possible where animal science courses could be placed. But in the major area the student will have to face up to the fact that a "change of major" will likely result in a need to take additional hours. Some one once compared a course program for graduation to a road map. If the traveler changes his/her destination or if the location of roads is changed significantly, a new map may be needed. Likewise, if the goal (degree sought) changes for the learner or if the needed knowledge for a particular degree changes, a new course program must be constructed.

Articulation in higher education has its focus on facilitating the transfer process, between institutions of higher education, between programs, schools or divisions within the same institution, and between higher education and the world of work. This process is involved with protecting the academic quality of the degree and the institution. But let us remember that the quality of the product is not necessarily determined by the package, and that the credit hour is in one sense simply a convenient method of packaging.

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DESIGNING THE CURRICULUM OF THE FUTURE: THE USE OF FUTUROLOGY AND STRATEGIC PLANNING TECHNIQUES IN DEVELOPING NON-TRADITIONAL PROGRAMS

Lawrence R. Murphy

Abstract

This paper challenges the administrators of programs designed to meet the needs of non-traditional students to utilize trend analysis, futurology, and strategic planning techniques in designing or redesigning curricula. Only in this manner can the relevance of programs be assured; use of these techniques can also make certain that programs will continue to be viable as societal needs and interests change.

INTRODUCTION

What skills and knowledge will successful professionals need in the year 2000? What kinds of academic programs will be required to provide needed education? These are questions that infrequently arise as colleges and universities design or revise their programs. They become critical, however, as leaders in higher education look to the future of their own institutions. They are equally important to the students who expect that programs in higher educational institutions will prepare them to meet the job responsibilities not merely of today's world but for the decades ahead. This paper outlines a strategy whereby information provided by futurologists and the techniques of strategic planning can be utilized in curriculum planning. While they are specifically directed to the administrators of non-traditional programs for adult, part-time students, many of the elements could be utilized for more traditional educational programs as well.

In the past non-traditional and alternative degree programs have devoted their primary attention to delivery mechanisms, emphasizing the time and place at which programs were offered, granting credit for experiential learning, and otherwise adjusting academic regulations to welcome adults with work and family responsibilities. In the future, however, much more attention must be devoted to developing the content of programs. Adults who complete programs must be fully prepared not only for the demands of the present but for the emerging needs of the 21st century.

Such modifications also require that instead of being largely client-driven, the leaders of non-traditional institutions and programs need to be assertive in forcasting

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Lawrence R. Murphy directs the Institute for Personal and Career Development at Central Michigan University

future needs. It will no longer be adequate to credential individuals who are already serving in responsible positions or to prepare people to move upward in their current position. Nor will be it be sufficient to develop a limited number of "transitional" courses to help adult students move from the world of work into higher education.

Instead, institutions need to initiate some changes that are too significant and fundamental to be achieved without long-term commitment. Moreover, they need to integrate more fully all their energies to move in the same direction and to choose carefully a fairly limited agenda of things that can be done well. Such an approach will inevitably require administrators to become more proactive rather than reacting to external forces. Altogether, this strategy should assure that the programs offered by colleges and universities will actually prepare people to operate in the kind of world into which we are moving. Organizations will also be more up-to-date in their approaches and perhaps even find themselves on the cutting edge of new developments.

GLIMPSES INTO THE FUTURE

As a first step, greater emphasis is needed on forcasting the changes our society is undergoing and analyzing the impact of these modifications on educational needs. Such recent publications as *Megatrends* (Naisbitt, 1983), *The Third Wave* (Toffler, 1979), and *Colleges Enter the Information Age* (American Association for Higher Education, 1983) suggest major directions for the future which can be of help to us as we think about our roles in future the society of the future.

The Third Wave was written by Alvin Toffler, author of *Future Shock* and one of the most respected "futurologists." This book forecasts changes in society as fundamental as the creation of a rural agriculturally based society (the first wave) or the industrial revolution (the second wave).

John Naisbitt's best-selling *Megatrends*, now available in paperback, identifies ten specific examples drawn from the hundreds of periodicals his forecasting group reviews to show not that dramatic change is going to occur in the distant future but that we are already in the midst of significant shifts in nearly every aspect of society.

The American Association for Higher Education monograph *Colleges Enter the Information Age* is a collection of essays about how societal changes are likely to effect higher education. It is much narrower and somewhat more parochial than the others, yet it is also tied more closely to what we are doing. Special emphasis is placed on communications, telecommunications, instructional strategies, and libraries.

Reviewing these studies, thinking about the authors' conclusions, and discussing them with others has persuaded me that we are in the midst of societal changes that will make the world of the future fundamentally different from that to which we are accustomed. Naisbitt, for example, concludes his book as follows: "We are living in the time of parenthesis, the time between eras. It is as though we have bracketed off the present from the past and the future, for we are neither here nor there." Toffler uses the metaphor of the wave that slowly, gradually, brings in new water and only at the end becomes visible. "So profoundly revolutionary is the new civilization," he writes, "that it challenges all our old assumptions. Old ways of thinking, old formulas, dogmas, and ideologies, no matter how cherished, or how useful in the past, no longer fit the facts. The world that is fast emerging . . . demands wholly new ideas and analogies, classifications and concepts."

Several major trends can be summarized, although I will not attempt to detail them except to suggest that each has important consequences for what institutions of higher education teach and how they operate.

(1). The United States in particular and much of the rest of the world is moving from a "thing"-oriented production society to an "idea"-oriented information society. Most people in the future will process ideas rather than produce products.

(2). The integration of the world is proceeding so rapidly that all activities will need to be viewed from a global perspective.

(3). New technologies make possible a whole range of communications and computer-based activites, but at the possible price of alienation. I find especially attractive the idea proposed by Naisbitt that whenever our lives are impacted by technology, we also need an added dose of human contact. As he puts it so succinctly, "the more high tech, the more high touch."

(4). People will look more to themselves and their associates than to big impersonal institutions to solve problems. Self-help and support groups will become increasingly important.

(5) People will enjoy a greater variety of options in every element of their lives. Opportunities will exist to undertake a variety of endeavors during different phases of life.

Each of these changes--and more could easily be listed--will obviously have an impact on us as educators and on the kinds of educational programs our institutons can and should be offering. They will also influence the kind of organization that can best deliver educational progrmming.

UTILIZING STRATEGIC PLANNING APPROACHES

The concept of "strategic planning" is a fairly new one in higher education, having become somewhat more common in business sectors. (Keller, 1983) Its basic premises include the admission that organizations need to determine consciously where they want to go and how they plan to get there in a five to twenty-five year range. Moreover, no organization can do everything for everyone or even everything that everyone wants to be done. It is probably best for any institution to select a limited number of activities which can be done well rather than spread itself too thin; this inevitably means that tough decisions need to be made and priorities set. Additionally, strategic planning works well when the best ideas from all sources are tapped to identify possible directions for movement. Strategic planners have also concluded that it is easier to build on or expand existing strengths rather than create entirely new areas of activitiy. Finally, groups whose cooperation is needed in achieving objectives should be involved in discussions and decision making beginning at an early stage.

The process requires the establishment within each organization of a planning group specifically charged with developing a written plan outlining possible directions and suggesting those which seem to be best. The committee should be large enough to include representatives of major sectors within the organization, yet small enough to meet frequently and deliberate informally. Specific assignments may be delegated to members of the committee or to sub-committees. Ultimately, the committee's final report should represent a consensus of the group and should be forwarded to the organization's executive officer.

The planning group will want to consider a number of specific factors in developing their recommendations: (a) What will the world be like in the future? Included should be demographic, technological, and societal changes. How will these changes specifically affect the geographical region and/or portion of the population now being served by this institution? The answers to these questions suggest possible new curricular areas, additional geographical outreach, or changes in target populations.

(b). What will higher education be like in the future? What new, emerging, or prospective institutions are likely to compete with us for students? What do they do better or worse than we do? What impact will accrediting bodies or state licensure regulations have on our operation? In many areas, several institutions have met together to, in effect, carve up the market among them. One institution might chose to emphasize health care programs building on their nursing school's reputation, for example, while a second emphasized computers, and a third developed business programs. One might offer courses in the evenings, a second on weekends, and a third by independent study. It is particulary important to identify existing, emerging, or potential populations which no educational institution is currently serving. Where several programs in the same area find themselves in direct competition for the same market, the strategic planning group might encourage phase-out so resources could be put elsewhere.

(c). An honest appraisal of the institution's strengths and weaknesses is vital. This is difficult, since every school likes to think it does everything very well. One useful technique might be to ask a variety of individuals from inside and outside the institution to rank programs in order of their quality, prestige or reputation. A compilation of these ratings will reveal a good deal about which programs are considered stronger than others. Ideally a long-range plan will want to build on the institution's strengths and either discard or rehabilitate those programs that are weaker.

(d). The committee will want to consider the institutional limits on what can be done. If campus traditions emphasize a strong liberal arts core, for example, or professional accreditation prevents the offering of certain programs on weekends, or high tuition limits service to less affluent populations, such considerations need to be openly discussed. It is useful to have someone on the campus with long experience who can discuss the written as well as the unwritten rules which govern institutional activities. This consideration will assure that whatever recommendations come from the committee are realistic and can be accepted by governing bodies and put into effect.

(e). Sufficient time and resources should be devoted to the process so that the report can be comprehensive and complete. A specific deadline should be set for the conclusion of the committee's major work, however. A written report, containing as many specific suggestions as possible, should be widely circulated and, where desired, revised before final submission. Formal action in accepting or rejecting recommendations should be made by the Dean, Provost, President, Board of Trustees or other policy making body within the institution.

(f). Implementation of the plan will inevitably involve the entire institution and should be reflected in fiscal allocations, administrative organization, and the priorities of specific individuals within the institution. An on-going group of some sort--perhaps an extension of the original planning committee--may want to monitor progress and suggest modifications of the plan. Planning will, in effect, become a continuous process.

CONCLUSIONS

Those of us who are committed to providing alternative educational programs for adults have accomplished a great deal over the past decade. Institutions everywhere now welcome older students, provide them with adequate student services, schedule classes to meet their needs, and in general support the achievement of their educational goals.

We are challenged in the future, none the less, to continue setting a standard for higher education in adapting our activities to changing conditions and making certain that we do not become as staid and traditional in our "non-traditional" ways as other higher education bodies have become in their ways. By paying more attention to changes within our society and by utilizing some of the strategic planning methods outlined above, the role of non-traditional educational programs will assuredly continue and even be expanded in the years ahead.

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STRATEGIC PLANNING AND MARKETING OF AMERICAN EXTERNAL DEGREE PROGRAMS TO THE THIRD WORLD NATIONS

Samuel O. Otitigbe

Abstract

This paper offers important planning and marketing points suitable for the global promotion of external degree programs designed and offered by traditional and non-traditional colleges and universities in the United States. The Third World nations are focused on as important target markets due to the persistent communication problems non-traditional students from the Third World nations face in their genuine strive for higher education.

INTRODUCTION

Traditional and non-traditional academic institutions in the United States offer wide range of external degree programs for U.S. citizens and foreign nationals each year. Over the years, the press and the trade journals in the U.S. and overseas found it necessary to report cases of fraud that arose from institutions not legally accredited to offer degree programs. In those instances where investigations proved evidence of fraudulent offers of external degree programs, foreign nationals from the Third World nations were often the victims of counterfeit degrees.

Citizens of the Third World nations, who genuinely seek advanced education the non-traditional way, form a fair percentage of the persons who enroll for external degree programs in the U.S. each year. They are adults who have married and employed by government civil service commissions, various ministries, and the private sectors. Their efforts to earn degrees from accredited colleges and universities are often impeded by lack of information on the correct names and addresses of accredited academic institutions. Consequently, these often fall prey to fraudulent providers of unaccredited programs that range from liberal arts to programs in medicine.

Objectives of this paper

A global study of the ways external degrees from U.S. colleges and universities are promoted overseas is in order. The focus should be on the ministries of education in the Third World countries, and the external degree aspirants from those countries.

In order to pave the way for a global exploration of the multi-dimensions of this international education concern, this paper is presented as a prelude to a more comprehensive survey of the issues, and with the following goals:

Dr. Samuel O. Otitigbe is Associate Professor of Communication, Emerson College, Boston, Massachusetts, and a well-known consultant on external degree/international education and research.

1. To define the problems associated with external degree programs from planning, marketing, and communication perspectives.

2. To identify and categorize the formats of external degree programs currently available to U.S. citizens and persons from the Third World nations.

3. To attempt to design intergovernmental communication models for the consideration of external degree institutions in the U.S., and the ministries of education in the Third World nations.

4. To stress the need and the urgency for strategic planning for effective marketing and promotion of American external degree programs to the beneficiaries from the Third World nations.

DISCUSSION

Problems associated with external degree programs

From the standpoint of Third World degree aspirants, key problems associated with external degrees are dominantly lack of information. The paucity of information available on American external degree programs makes it easy for an aspirant to fall prey to fraudulent outlets. Whereas traditional programs are published in world educational directories that are available at libraries in the Third World nations, clear and specific information about the external degree programs offered by listed and non-listed institutions are generally nonexistent.

On the other hand, the fraudulent degree outlets make persistent efforts to reach education-hungry persons by passing on information through all available media. In the United States, educational authorities and the law enforcement agencies have had occasion to deal with instances of fraudulent medical diplomas. In a recent case (Farrell, 1984) reported in the Chronicle of Higher Education, Farrell described the task faced by the U.S. Postal Service and undercover agents in trying to arrest promoters of foreign medical education that are not grounded on conventional medical programs, but have been patronized by persons from the United States. Details from this incident included illegal promotion outlets, illegally constituted schools which "sell" medical degrees, and the problems of verifying foreign medical diplomas by medical licensing boards. For each high class degree fraudulently issued, there are more than a thousand degrees issued in the liberal arts since the possession of a bachelor of arts does not subject the holder to licensing scrutiny.

To be more specific, the problems associated with external degrees include the following: First, nonavailability of enrollment package. This leads to wrong choice of school and consequently, counterfeit degree. Second, the danger of not being recognized, accepted and hence of being rejected. The impact on the part of the one not recognized can be multi-dimensional. The holder is at the risk of employers, and the damage to his or her reputation is incalculable. Third, external degree programs in general are placed in awkward situations and subjected to disrepute. In the third situation, only planned communication programs, and coordinated marketing activities can ensure public's favorable impression of the external degree granting institutions. Fourth, the danger of legal action against the holder of a fake degree, and the issuer of it, is ever present.

The four problems are not all the problems that are associated with external degree programs. But these assume magnified postures when international victims are involved. Points that are intended as remedies will be presented later.

Formats of external degree programs

External degree programs in the United States are offered by traditional and non-traditional colleges/universities.

Traditional colleges and universities are normally accredited by approved accrediting commissions or associations that are in turn recognized as accrediting bodies by U.S. Department of Education, etc. The accredited traditional institutions have the options to seek and obtain unit accreditations within their overall structures for professional reasons. Programs are offered in formal packages, or as individualized programs, that is, self-designed, or designed to suit the educational and professional needs of the student. Degrees frequently granted include certificates, associate degrees, bachelor of science, bachelor of arts, and the master's degree in some cases. Whereas some traditional external degree programs offer students complete freedom to complete their programs without being on campus, others specify the number of days, weeks, or terms/semesters that each student must spend on campus as absolute requirement.

Non-traditional colleges and universities exist in various forms and structures. A smaller number of them have attained full accreditation; most are not accredited; and a few have evidence of being recognized as candidates for accreditation. In California, most of the non-traditional colleges and universities operate on legal ranking granted by the state's Department of Postsecondary Education, and specifically from the Office of the Superintendent of Public Instruction. This agency grants authorized and approved ranks that are below full accreditation. Whereas the authorized and approved ranks are legally constituted, ministries of education in the Third World nations do not recognize such degrees, and hence their possessions are problem-filled. Other terms used interchangeably with the authorized and approved ranks are "chartered, empowered, and recognized" to describe the legal status of a college, university, or institute that falls short of being fully accredited.

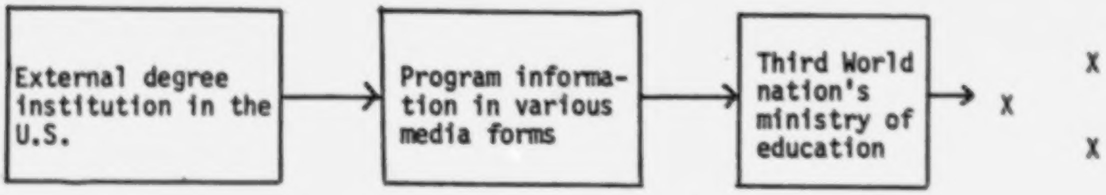
For the purpose of this paper, it must be stressed that it is imperative for the schools that offer external degrees to plan and communicate the attributes and qualities including the legal standing of the institution to external degree aspirants from the Third World nations. The knowledge of accreditation is more important to the ministries of education than most prospective students. Some persons are inclined to seek short cuts to education due to the bad precedents some have set. However, governments are more inclined at preserving their images, and the qualities of education their citizens ought to get from abroad. Third World nations' governments view any avenue for foreign education as a key or important supplementary training resource for the development of manpower, therefore the avenue must be free from blemish.

Intergovernmental communications network

This section attempts to present functional models of communication flow between U.S. academic institutions that offer external degree programs and the ministries of education in the Third World nations. The models are subject to modification, and upon being tested, their functional values should serve as springboards for subsequent design of more efficient communication networks.

Model A:

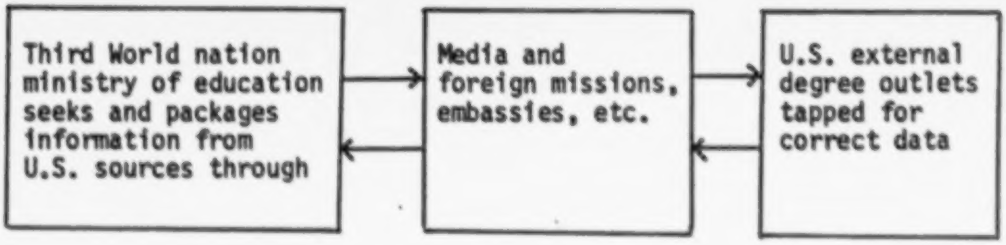
Model A is designed as U.S. external degree granting institution's initiated and executed communication flow. Simply stated, the offering institution should make definite plans to send complete information about its external degree programs to the ministries of education in the Third World nations, particularly those nations whose citizens are in the U.S. for formal studies. The simple, one directional flow is illustrated:


External degree institution in the U.S.
Program information in various media forms
Third World nation's ministry of education
X
X
X

X=Individuals
aspiring for
U.S. external
degree programs

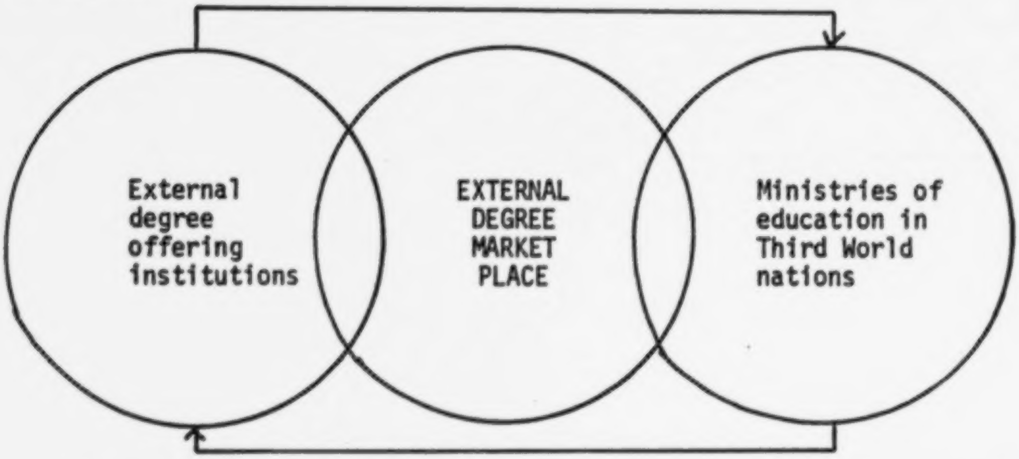
Model B:

Model B is the opposite of Model A. The initiator of external degree communication flow is the ministry of education, and the assumption here is to prevent the possibility of fraud. By periodically seeking and packaging external degree information from U.S. educational institutions, the danger of citizens being exposed to fraudulent and fake degree offers will be minimized. Information obtained can be recanned for domestic distribution as a preventive measure. This flow can be illustrated this way:


Third World nation ministry of education seeks and packages information from U.S. sources through
Media and foreign missions, embassies, etc.
U.S. external degree outlets tapped for correct data

Model C:

Model C is a blend of A and B, and places equal responsibility on degree offering institutions and the protectors of beneficiaries in the Third World nations. The center circle is a market place of ideas and information on external degree programs. The information is made available to create the awareness for availability, and assumes that information seekers and finders are out to find what is available at the same time. The effectiveness of the trade will be dictated by supply and demand, or demand and supply interactions. The operation in diagram:


External degree offering institutions
EXTERNAL DEGREE MARKET PLACE
Ministries of education in Third World nations

Further, offering institutions and protectors of the beneficiaries have the options to transact in the market place, or seek other lines of communications.

The intergovernmental communications networks serve to illustrate the dire need for on-going communication activities between the entities. Inaction at one point can lead to indifference and indifference itself on the part of genuine external degree offerer becomes a real opportunity for the questionable degree program promoters to attract the attention of hasty and less discriminating external degree seekers. The part that follows will dwell on the need and urgency for strategic planning and promotions.

Why strategic planning and marketing

Colleges and universities in the U.S. make on-going plans to promote and market their programs and events. Students from abroad come through such planned programs of promotion. Consequently, there ought to be more formalized planning and marketing of external degree programs.

Accredited schools enjoy the reputation of being so, and are able to attract students from the U.S. and abroad. Certificates and diplomas received from the formal programs do not face the odds of rejection. On the other hand, degrees earned through correspondence are usually viewed with suspicion. It is the consideration of these facts that prompted suggestions in the models - to promote external degree programs explicitly the way conventional degree programs are promoted.

Here are the key points to consider in the strategic planning and promotion of external degree programs to the Third World nations.

1. Formulation of marketing and promotional objectives. 2. Formulation of appropriate creative strategies and communication objectives. 3. Creation of the promotional literature for direct distribution or through secondary sources - including educational boards in the Third World nations, or international education consulting firms. 4. Selection of appropriate media in the respective Third World nations based on clear knowledge of media differences, legal, cultural, religious and other circumstances. 5. Consistent allocation of marketing and promotional funds for the purpose. 6. An indication of evaluation and measurement formula - to assess the strength and weakness of the program.

In order to emerge with a systematic marketing and promotional plan, external degree promoters should adopt international marketing and international advertising strategies (Engel, 1980) that successful U.S. and other international business organizations are using. Other details that should be considered are: Foreign exchange, appropriate guidelines for applying for admission to external degree programs, documented evidence to show that students will be accorded recognition by their governments upon graduation, a system of continued exchanges of ideas between offering schools and graduates from overseas.

The strategic planning and promotion of American external degree programs should not be misconstrued as a replacement for the intake of foreign students to colleges and universities for residential studies, nor should the process be viewed as a threat to residential enrollments. The fact that most external degree aspirants are adults makes the two points sound. External degree offering institutions in the U.S., and adults from the Third World nations will be equally benefited by a dual approach to the promotion of American external degree programs as illustrated in the three models.

SUMMARY

This paper stressed the need for intergovernmental communication for effective promotion of external degree programs offered by traditional and non-traditional academic institutions in the United States with particular focus on the Third World nations. The focus on the Third World nations is justified because of previous instances in which adults who sought external degree education ended up at the hands of illegal and fake degree-issuing organizations or colleges not accredited or recognized. Formal and on-going exchanges of external degree opportunities and specific requirements of each program would be beneficial for the entities involved. The models of communication flow placed the responsibilities for the strategic planning on U.S. institutions in the first place, and almost equal responsibility on the ministries of education in the Third World nations to stress the mutual advantages that would be gained, and the possibility that fake degree issuers would defraud external degree aspirants if the two parties failed to promote external degree programs in the right way.

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QUALITY ASSURANCE IN NON-TRADITIONAL PROGRAMS

Dorothy K. Paynter

Abstract

Traditional methods of assuring educational quality, do not always use the same measure of quality that participants in a program would use. What is important about quality to an accreditor may not hold the same importance to a student, a faculty member or an employer. These statements are based on the results of recent research that is the subject of this paper. These statements tend to hold true for several groups of participants across programs offered in different locations. The results of the research - participant perceptions of educational quality - pull into sharp focus the dilemmas faced by academic administrators who are charged with assuring quality and responding to needs of diverse client groups. Environmental forces - the economic necessity of attracting non-traditional learners, the political reality of increased regulation, and the legal issues surrounding students as consumers - make concerted efforts to serve both the tradition of quality and the goal of innovation nearly impossible. The study presented here posits some choices as viable alternatives.

INTRODUCTION

Quality assurance for traditional programs is based on the philosophy and practice of accreditation. If a program meets the criteria established by a professional accreditation association or if an institution is accredited by a regional association, it is assumed that academic quality is assured. (Blauch, 1959; Mac Lean, 1913; Nevins, 1959; Petersen, 1979; Seldin, 1960; Zook & Haggerty, 1936)

Traditional programs are defined as those degree programs that are sponsored by colleges and universities and are offered on campus for full-time students. Such programs usually consist of a structured series of required courses offered in a specified sequence. The assumption is that a student who successfully completes the sequence has acquired the requisite knowledge, understandings and skills for a professional in a

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1 Dr. Paynter is the Director of the Energy Education and Training Division of the College of Continuing Education, Rochester Institute of Technology, Rochester, New York.

particular field. Little or no allowance is made for skill, knowledge, or understanding obtained through means other than formal classroom education.

Most non-traditional programs are planned to serve students who have acquired a range of skills, understandings and knowledge outside of the classroom. The term non-traditional programs also covers those programs sponsored by a university or college that do consist of a structured sequence of courses but are offered in locations other than the home campus and at times and on schedules that are convenient for the audience served. (Creese, 1941; Cross, 1981; Dyer, 1956; Houle, 1963; 1976; Johnstone & Rivera, 1965; Petersen & Petersen, 1960) When these programs are held up the standards of academic quality developed by accreditation agencies, they don't fit the model. Because of the difficulty in translating traditional criteria to these programs, the quality of these activities is often called into question. (MSA Handbook, 1982; NYSED, 1979; Petersen, 1979)

RESEARCH DESIGN

A recent study explored how students, faculty and employers define academic quality. The study was designed utilizing the qualitative research methods of participant/observation and open-ended interviews. Subjects for the study were chosen from similar Bachelor of Engineering Technology Degree programs sponsored by the Rochester Institute of Technology that are offered at different times and locations to serve a variety of audiences.

Four sites were selected for observation: an on-campus program for full-time students; an on-campus evening program for part-time students; an off-campus evening program for part-time students; and an off-campus program offered at an industrial plant for plant employees. In each case a series of the classes were observed to gather data about the sites and the student population. Field notes developed from the observations also yielded information about the classroom behaviors of both students and instructors, classroom interaction, and group dynamics.

Following the observations, selected students were interviewed at length. Other subjects included instructors teaching at all the sites and employers of the adult part-time students. Each interview covered general areas of interest, but no formal interview schedule was used.

The educational and work history of the subjects was explored. Subjects were asked to discuss their ideas about educational quality and what criteria they use to decide if a program is of good quality. Issues relating to students' and instructors' experiences in full- and part-time programs were explored.

Subjects were asked to discuss their career and life goals and the relationship education has to these goals.

It must be noted that not all of the questions were relevant for all the subjects. Interviews were modified according to the individual situation.

Data were analyzed using a system of coding that is consistent with classical qualitative research. (Bogdan & Taylor, 1975; Blumer, 1969; Glaser & Strauss, 1975; Mehan & Wood, 1975) Recurring ideas were coded into categores using quotes from the data as category titles. These categories were then compared with those criteria of accreditation agencies that were identified from the literature. As expected, accreditation criteria range across a broad series of issues that students, faculty, and employers would not necessarily recognize from their daily experience. For example, accreditors look at institutions' mission statements, budgeting procedures, Board of Trustee membership, and student records and placement statistics. Therefore, participants comments about educational quality did not mention these items.

However, subjects in this study did discuss such things as faculty qualifications and facilities and program resources, items that are also of concern to accreditation teams. Further, the subjects were concerned with the outcomes of the educational achievement and how education and work or life experience are integrated in their lives.

RESULTS OF THE STUDY

Faculty Qualifications

Accreditors specify clearly what qualifications of faculty they look for in measuring quality programs. Full-time employment by the institution and advanced degrees are requirements. The New York State Education Department goes further in specifying what percentage of faculty associated with any program must have terminal degrees in the appropriate disciplines. (NYSED, 1979)

Subjects in this study report that the foremost criteria that they look for in a program to assure quality is good teaching. Good teachers in their words "know their stuff and are able to communicate it." "Knowing their stuff" is defined by them as some combination of education and experience--experience as a teacher, with a particular course, and preferably some industrial experience.

The value of advanced or terminal degrees was questionable. They clearly differentiated between credentials and teaching ability. They felt that while a terminal or advanced degree might indicate enthusiasm for the subject matter and depth of knowledge--two of their desired characteristics of teachers, having good communication skills and could relate to students effectively. Having a terminal degree could even be a handicap in some cases where it prevented the individual from acquiring some industrial experience in the field. Industrial experience is a preferred characteristic for those who teach in engineering technology programs.

Students reported some differences between their experience as full- and part-time students. The differences primarily relate to their life situations as adults. They don't have as much time to devote to their studies. However, they were generally positive about their part-time student status. They generally did not report any differences between full- and part-time instructors that affect the quality of their educational experience. It was impossible to generalize from the data gleaned for this study that either type of instructor was better than another. Effective teacher characteristics described above are a composite of all their teachers. Students often cited a particular instructor as the epitome of their model. However, the examples named were as likely to be a part-time instructor as not.

Facilities and Resources

Accrediting agencies assess the physical facilities of a college or university as part of the evaluation process. (Blauch, 1959; Mac Lean, 1913; Nevins, 1959; Petersen, 1979; Seldin, 1960; Zook & Haggerty, 1936) At issue is whether a judgement can be made that an institution has appropriate facilities to support its academic programs. Appropriate classroom and lab space ought to be an issue that the subject of this study can comment on from their experience. Hence, they were queried about the facilities that the sponsoring institution provided for them.

The adult student generally reported no interest in many campus facilities, i.e., the gym, swimming pool, etc. Text books were available for student purchase at the off-campus sites, and the campus book store was open evenings to accommodate evening college students on campus. The adult students reported little usage of the library in general. Several reasons were cited for this by the subjects. First, the technical curriculum required a minor amount of library research. Adult students had technical library facilities at their work sites that they made use of for class assignments. Several on-campus evening college students used the campus library as a resource for work related projects.

Laboratory facilities were another matter, however. Evening college students reported that the quality of their laboratory experiences varied. The biggest issue was that they did not have access to the labs outside of scheduled class time. They were often pressed for time to complete their lab assignments. Further, whether or not the proper equipment for lab experiments was available and in proper working order depended on the instructor. Long time adjunct or full time instructors were better able to provide proper equipment. There was no lab technician on call at night so if equipment malfunctioned no repair or replacement was available. Some adjunct instructors brought in equipment borrowed from work and set up their own experiments. Students reported these situations as positive. The off-campus students were required to come to campus three or four Saturdays each quarter to complete their lab requirements. In this case, equipment was not a problem. However, lab exercises were often out of sequence with material presented in lectures, and long lab sessions were often exhausting.

"It's What You Can Do Out on the Job that Counts."

The above quote typifies the ideal of academic quality cited by all four groups of students and the adult students' employers. The technical competence of the graduates was also cited as the hallmakr of quality of the programs by the faculty, both full- and part-time, and by the administrators who supervise the programs.

The administrator of the evening college and off-campus programs uses as his quality bench mark the fact that he gets a lot of "repeat business". Employers repeatedly advise and encourage their employees to attend the programs at night to advance their technical capability and enhance their careers. Further, local industries support these efforts with generous tuition reimbursement programs.

Almost unanimously, part-time students report that they have gotten promotions, increased responsibility, and pay raises since they have been attending evening college classes. They directly attribute these benefits to their educational experience. Further, these students report that what they learn in the classroom has improved their technical competence and assisted them in solving on-the-job problems.

The full-time students cannot report such significant career success. However, the Engineering Technology programs at RIT are co-op programs, that is, advanced students spend alternate quarters off-campus working in industries in appropriate technical occupations. They, too, cite positive experience in relating their classroom learning to their experience on these jobs. Further, their instructors see increased motivation for learning as a result of exposure to the 'real world' of industry.

This notion of the relationship between learning and work was an important theme throughout the data. Students reported that they do integrate their formal learning with their life and work activities as they are occurring. In fact, they often become irritated and impatient with classroom activities, especially lab experiences, that they perceive to be "rinky dink". That is, when they perceive themselves to have competence in a particular field or concept, they resent having to relearn it in school. This student perception is not always accurate. Competence is often derived from the fact that the adult students often work with more highly sophisticated technical equipment than is available on the college campus. They may be successful in using and operating the equipment, but they lack the theoretical knowledge associated with such equipment. This is precisely the gap that formal education is designed to fill.

IMPLICATIONS FOR PROGRAM ADMINISTRATORS

The results of this study point up some ways that program administrators can cope with the inherent conflicts between non-traditional programming and traditional methods of quality assurance.

Faculty Selection and Training

Regardless of the program design, faculty quality is important to the institution, the accreditors, and the students. Faculty that are selected to teach in non-traditional programs deserve the best support an institution has to offer. Regardless of their employment status with the institution they should receive a thorough orientation to the program and the student body they will serve. Their communication skills should be assessed. They should be involved with curriculum review and design. They should be consistently and effectively evaluated and observed. The data gleaned from this effort should be reported to them in ways that are supportive to their further growth and development as instructors. New or adjunct instructors should be teamed with master teachers in mentoring relationships.

Facilities

Off-campus facilities should be carefully selected to conform to on-campus standards. Classroom space should be clean, comfortable, and well lighted. Every effort should be made to see that adult part-time students have quality lab experiences. Creative use of industrial facilities, portable lab kits, demonstrations, and computer simulations can replace traditional labs if they are carefully chosen and evaluated.

Competency Based Curriculum

The effort to develop a competency based curriculum for non-traditional students will be repaid tenfold. It will assure those responsible for quality control that a consistent, comprehensive educational experience can be provided in non-traditional ways. It will enable faculty and administrators to assess the strengths and weaknesses of non-traditional students and assist them to properly advise students. It will enable adult students to test out of program requirements where they have competence and thus shorten the length of study. It will increase their self confidence as learners to have their competence documented, and it will encourage them to engage in learning experiences that they now know they need.

Accurate Data on Student Outcomes

Students benefit in many ways from education. If we didn't believe this and if the students and their supporters didn't believe this, colleges and universities would have long since gone out of business. Student outcomes in traditional programs are assessed by the numbers of graduates, placement statistics, and by statistics such as g.p.a.'s and test scores. It is important for administrators of non-traditional programs to document similar data on their students and graduates. Where standard record keeping on non-traditional students is appropriate, this process is probably already carried out by appropriate institutional offices. It is our job, however, to see to it that additional information is also recorded. Such things as enhancement of technical competence, rewards on the job, tangible and intangible, and evidence of continued education or learning are necessary evidence that support both notion of academic quality and attest to the quality of the students engaged in non-traditional learning.

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DEVELOPING ACCESS TO CORPORATE EDUCATION PROGRAMS

James S. Pula

Abstract

It is a well-established fact that the corporate world annually devotes a considerable financial committment to furthering the education of its employees. Developing an access to these programs can be of great benefit to institutions of higher education. This paper reviews a number of the salient factors of significance in dealing with the business community and presents a detailed description of the Rochester Computer Education Consortium, a successful model for the formation of educational linkages with the business community.

TEXT

The corporate community in the United States spends hundreds of millions of dollars each year to provide educational opportunities for its employees. Frequently these corporations establish their own in-house educational systems, or contract with commercial vendors to provide courses which could also be obtained through the local colleges and universities. To gain access to this growing market, institutions of higher education have frequently devoted considerable time and financial resources to assessing the "needs" of business and developing strategies to market courses which might fill these needs. In many cases the scenarios for these attempts focus on only two basic questions: (1) "What does business need?" and (2) "What courses do we have that could fill these needs?"

In the first instance--"What does business need?"--the less sophisticated approaches attempt to deduce the needs by relying upon general newspaper articles, the opinions full-time faculty members in business or management schools, or even someone's "feeling" that a particular course would be "good for them." These approaches generally neglect a fundamental factor that is indeed crucial to successful entry into the corporate market. In three separate surveys of Rochester area businesses conducted by St. John Fisher College between 1981 and 1984, a significant conclusion of each was that business managers who are in a position to authorize employee education want to be involved in the process by which it

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James S. Pula is Associate Dean of the College and Director of Continuing Education and Summer Session at St. John Fisher College in Rochester, New York.

takes place. Tuition assistance officers and department heads want to maintain individual contacts with institutions providing educational services, and they want to be actively involved in determining course content, instructional approach and scheduling.

The second question--"What courses do we have that could fill these needs?"--presupposes an approach that is college-centered rather than business-centered. The college whose primary strategy in dealing with business is to market existing courses rests on a very precarious foundation. A second major concern of corporate executives in dealing with institutions of higher education is that the latter be willing to adjust from tradition to accommodate business needs. Instead of approaching executives with a plan to convince them of the merits of your institution or your particular course, the approach should be centered on an interchange which allows the business person to explain the corporate needs and then provides for mutual input in developing an educational program suited to those specific needs.

Although these guidelines may not be startling revelations, our research among corporate management indicates that the lack of an active role for business in the planning and scheduling of courses is the primary obstacle to many colleges in their attempts to deal with the business community. In addition, business representatives, especially those from large corporations, usually stressed the need for an effective college liaison person with whom they could communicate if problems arose. This liaison should be a single person whom corporate officials can contact for answers to billing, scheduling, counseling, and other problems.

Finally, it is essential to employ instructors with "real world" experience in topics which are business-related. Instructors should have a recognized expertise in areas where business people can obtain practical knowledge. To provide this it is necessary for the college have the ability to hire adjunct instructors with special expertise and experience when these are not readily available among the full-time faculty members.

At St. John Fisher College we have enjoyed considerable success in forging formal alliances with the business community through the use of a consortium model which effectively addresses all of the factors mentioned above. Although the concept of the consortium is not particularly new or innovative per se, it has been used but sparingly as a means for combining the needs and resources of the business community and academe.

The consortial approach to linking business and education provides the dual benefits of addressing the major concerns which corporations have in dealing with educational institutions, while at the same time providing distinct advantages for each partner. Most companies of any size recognize the need for employee training and updating, but they are frequently constrained by either financial or time limitations which preclude them from providing the required opportunities. The options available to most companies involve a choice between sending their employees to public seminars, including those offered at colleges, or sponsoring an in-house training program. The former can average as much as three times the cost of in-house programs, often requires considerable time away from work, and provides virtually no opportunity for orienting the presentation to the specific needs of the company in terms of either content or scheduling. In-house courses can be more cost-effective, and they have the important added advantage of allowing for company control of the timing and content of each offerings. The major drawbacks to in-house corporate education are the time and costs associated with developing programs. The time aspect can be virtually eliminated by contracting with outside vendors to provide "in-house" courses, but the necessity of having at least ten to fifteen employees in need of the same course to make it cost-effective precludes the use of this option by the majority of businesses.

The consortium offers a third alternative which provides most of the advantages sought by the business community while minimizing the attending liabilities. Within the framework of the consortium, companies can pool their needs and their available financial resources to take advantage of the discount pricing available when contracting with outside vendors for in-house presentations. Through the consortium the member companies can enjoy some control over topics, approaches and scheduling, yet also be able to take advantage of reduced rates if they have as few as one or two people in need of any specific course.

One example of a consortium which successfully combines the needs and resources of business and academe is the Rochester Computer Education Consortium. Organized by St. John Fisher College in 1981, the purpose of the RCEC is to provide cost-effective state-of-the-art education in computer science, data processing, and topics related to systems design and resource management. The consortium's target audience consists of professionals employed in the computer science and data processing fields. Although the RCEC is thus rather specifically defined in its scope, the organizational framework and the attending benefits of the consortium can be replicated in virtually any environment where a sufficiently large target audience in need of education and updating can be identified.

The Rochester Computer Education Consortium consists of member companies working in concert with the college. Membership is open to any company, government agency, or other business entity. For an annual membership fee these companies receive one vote at the annual General Membership Meeting, discounts on course enrollments, priority in registration over non-members, and a voice in determining the activities of the consortium. Through their votes at the General Membership Meeting the members determine general RCEC policy, elect officers and members of the Steering Committee, and provide oversight for all administrative and financial operations of the consortium.

The ongoing operations of the RCEC are administered by a Steering Committee comprised of four officers (a Chair, Vice Chair, Secretary/Treasurer, and Publicity Chair) and six members-at-large. The Secretary/Treasurer is a permanent College representative, while all other members of the Steering Committee are corporate representatives elected at the General Membership Meeting. The Steering Committee meets monthly to conduct needs assessments, plan courses, develop recommendations to the General Membership, and conduct ongoing business activities.

Actual program development is conducted by the Program Committees. The Steering Committee appoints a Program Committee for each potential topic in which member companies indicate an interest. These committees conduct research on the available courses in a given area including such concerns as the general curricula, teaching methodologies, adaptability to specific corporate needs, and pricing. When it completes its research, each Program Committee makes a recommendation to the Steering Committee as to which vendor should be contracted or asked to develop a course. The individual Program Committee then ceases to exist once its recommendation hasbeen presented.

By cooperating with an educational institution through the organization and procedures outlined above, the members of the Rochester Computer Education Consortium obtain a number of advantages of special concern to businesses when they consider dealing with colleges. First, member companies are provided with an opportunity for direct participation in developing educational programs which will benefit their own employees. They conduct their own needs analyses, select or design courses to address the needs which they have identified, and determine actual course schedules. This input in scheduling, and the flexibility which it allows, provides for more effective planning of employee education, and consequently a more efficient business enterprise.

Second, there is a substantial cost savings which members realize through cooperative efforts. By contracting as a group, courses may be purchased from vendors at reduced rates. Similarly, by sharing in the developmental costs it is possible to obtain courses that might be unavailable from commercial vendors, or at a rate significantly below that charged by those vendors. These savings are frequently substantial enough to allow a company access to courses which would otherwise be precluded by financial constraints. Corporate savings through the RCEC generally range between 50% and 80% per course, and member companies frequently find that they can send three employees to an RCEC course for the price of sending one to an out-of-town seminar on the same topic, given by the same instructor.

Third is the question of quality. Commercial vendors are screened by professional members of the consortium who run reference checks and may even attend a specific seminar to determine its quality in advance. In these cases, RCEC members save travel expenses while still benefitting from the same seminar and instructor that they would have used in another city. When developing a new course, members of the Program Committee pay particular attention to the curriculum outline, the expertise of the instructor, and references on teaching effectiveness. Student comments provide a follow-up evaluation, as do the observations of supervisors. Through this direct participation members enjoy the positive assurance of quality control.

Finally, since the courses are offered locally, though not on the corporate premisis, companies can avoid the unnecessary interruptions which disrupt in-house seminars, while still having its employees close by in case of any emergency. The local setting also provides participants with an opportunity to meet and exchange ideas with other professionals working in the same geographic area.

Thusfar, the benefits of consortial membership have all been corporate benefits. It is fitting that the initial emphasis be focused on business benefits because it is important to remember that companies are reluctant to do business with educational institutions unless they are convinced that they will receive clearly delineated advantages. Nevertheless, it is equally important from the standpoint of the college that it also benefit from the consortial arrangement.

Under the By-Laws of the RCEC, St. John Fisher College provides classroom space, instructional equipment, administrative and logistical services, financial and academic record-keeping, CEU's and program certificates. In return, the College receives a percentage of the program costs as financial compensation for its contribution. Yet there are other important advantages which the College also enjoys through the consortium. As a small college with a limited staff and budget, the consortium provides an excellent mechanism for entering the corporate education market with minimal expense and attending risk. Members of the consortium provide a number of valuable services to the College, services which might not be possible in view of financial or staffing limitations. These services include needs assessment, marketing, and expertise that can be used in course selection or development. Also, since member companies guarantee course enrollments in advance, the necessity of cancelling courses is minimized and the College is insured against economic loss.

Along with these direct effects there are also numerous indirect benefits which accrue to the College. The increased exposure within the business community has led to increased enrollments in other College courses and the advent of in-house contract courses in various academic areas. The College has received corporate donations of library resources and computer timesharing, has identified several excellent adjunct instructors, and has gained access to the collective professional expertise of member companies.

Evidence of the success of the RCEC is numerous and varied. From the perspective of the College, the consortium has results in increased income and student enrollments, decreases the risk of financial loss, and greatly enhances the image of the College in the local business community, thereby opening greater opportunities for other cooperative efforts. From the perspective of the business community, the consortium provides excellent opportunities for employee education, allowes active corporate participation in program development, and has resulted in a total financial savings to its members in excess of $300,000 during its first two years of operation. From the perspective of other professionals active in the field of corporate education, the success of the RCEC is evidenced by both a regional and a national award for excellence in cooperative programming between business and education.

Yet, financial benefits and other advantages aside, the real key to the consortium's initial success, is that it encourages active participation in decisionmaking by its corporate members, thereby providing them with a suitable measure of control over the factors which they deem to be important in selecting educational affiliates.

THE ADULT CAREER ADVANCEMENT PROGRAM

Robert J. Rhinehart

Abstract

Within the past ten years much progress has occurred in non-traditional experiential learning. Granting partial or full recognition and advanced placement for experiential learning achieved in non-college ways is an obvious example. Another is to place on a competency-basis an entire college course, a full educational program or part of a program. A third is to focus program and course goals on a business/industry partnership (the community) rather than academic resources to identify relevant competencies. A fourth is to key identify course or program competencies to relevant course sections via Instructional Guides.

Rarely have these four elements, with appropriate evaluation steps, been incorporated into a plan of action to recruit and accelerate adults with experiential backgrounds through an organized plan of study. The merging of a Title III Competency Curriculum grant with a multi-year FIPSE grant made possible the Adult Career Advancement Program (ACAP) at Piedmont Technical College.

INTRODUCTION

In the world of adult education many institutions grant college course credit for prior learning experiences. In a very fundamental way the Adult Career Advancement Program (ACAP) shares features common to many experientially-based assessment programs. The significant difference is the design and implementation of a competency approach to the evaluation of life experience, and a post-evaluation learning delivery system to focus on any course or program competency that cannot be demonstrated or documented satisfactorily. The system components, discussed in subsequent remarks, distinguish the ACAP participant assessment model from other assessment models.

Program Definition

A self-contained, competency-based life experience assessment and learning delivery system designed to convert experiential learning into college credit. Provides a way for adults to receive recognition for demonstrated ability, and to acquire an undemonstrated educational program or course competency by alternative learning methods.

Robert J. Rhinehart was the Assessment Coordinator at Piedmont Technical College, Greenwood, S.C. He currently is Senior Training Specialist with Daniel International, Greenville, S.C. Daniel is a construction company and supplies competency-based training services world-wide.

Premise

> All creditable learning does not take place in the college classroom. What adults know and the skills they have developed are more important than how, when and where an ability is acquired. Awarding college credit for prior experiential learning facilitates recruitment, increases credit enrollment, and facilitates retention of adult learners.

The most non-traditional aspect is the delivery of optional learning opportunities to correct learning gaps identified by discrepancy analysis built into the assessment model. Designed as an attractive alternative to traditional paper and pencil assessments, the ACAP program relies on documented "strong evidence" examples to infer true ability level. Because the college's regular courses are expressed as competencies, members of the evaluation pool can compare readily a person's "real" competency level against predetermined course competency standards. The program designers feel that a updated and workable contribution has been made to the concept of equivalency education.

The prior learning assessment component permits the exemption of all or part of single courses or a program's competency requirements. The "all or nothing" decision does not dominate. The designers wished to offer a way for experienced people to receive recognition for learning already mastered. A particularly attractive feature is that a participant can achieve exemption from course classroom attendance. However, he or she must demonstrate *more than* 50-percent of a course's total competency requirements to qualify for exemption and access to ACAP services. If this rule is met the participant is eligible to "learn" the balance by alternate learning methods emphasizing short-term, self-paced independent study options. More on the 50-percent rule later.

THE INITIAL PROGRAM DESIGN

The initial effort, a degree program in *first-line industrial supervision*, started at Piedmont Technical College in January, 1982. The FIPSE development and dissemination grant concentrated on the identification of competent behavior required for acceptable performance of supervisory tasks in a real-life work situation, not in a college course. By definition, the expression "required supervisory competencies" are those that survived the "test of time," that is, competencies retained after comparing instructional competencies with "real world" competencies. Real world competencies are the ones identified by task analysis as significant by employees and employers.

The program concentrated on community rather than primary academic resources as the basis for identifying competencies. The project stressed a person's potential to profit from self-assessment and is led through each activity stage in an organized, disciplined way. Self-guided forms and a competency assessment manual eventually were designed to attract attention to unaccredited past learning events as a valuable reflective life experience.

Rigid program design guidelines called on the designers to:

- Translate a significant part of associate degree programs and (later) regular college courses into competencies. First-line industrial/production supervision was the first to be implemented. Others came later.

- Create an industrial/educational partnership to provide comprehensive learning services, traditional and nontraditional, for working adults. The partnership created a system of task analyses with task detailing, assessment and certification of an individual's prior learning, and non-classroom alternate learning options to acquire a competency via independent study.

- Identify target competencies in consultation with representatives from local industrial firms as the main source of "real life" competencies valued in the working world. The DACUM technique (Develop A CUrriculuM) motivated practicing supervisors to reach a consensus through task analysis based on analyzing actual jobs. The competencies were mixed with competencies that "stood the test of time" from other sources, including select faculty.

- Construct a Competency List, first as specific subcompetencies and then grouped as a competency cluster (tasks). The clusters were then grouped into generic competency areas (duties). The emphasis remained on external community opinion rather than on academic opinion. A printed Competency Scorecard summarized publically the significant supervisory competencies.

- Correlate competencies to courses in the curriculum. The two-way analysis was complete: competencies grouped according to generic areas (duties) and according to courses.

- Supply alternative learning activities to acquire competencies not assessed successfully. The purpose: to lay the groundwork for potential course credit without having to take an entire course.

- Enter all data on a personal computer using an in-house developed software system.

MODIFICATION AND CHANGE

ACAP also tested a revised Participant Assessment Model that differed somewhat from the earlier model. The early model achieved considerable experience in working with adults to develop "portfolios" and with faculty to generate evaluation guidelines according to CAEL recommendations. The modified procedure offered extended advantages over the competency portfolio technique by innovating an assessment manual.

1. A Course Assessment Manual (CAM) was designed to allow participants to assess their own competence. Competence is measured relative to a course's competency requirements, rather than program competencies.

2. Using CAM instructions participants 1) identify the "strong evidence" required to document a competency successfully, (2) discover how a "missing" or undocumented competency can be learned independent of the classroom instruction, and 3) are told how the independent learning experience is evaluated. The procedure:

    - o Key each competency to institutionally accepted "Strong Evidence" and "Weak Evidence" descriptive examples - narrative examples intended to dichotomize acceptable and unacceptable "evidence" for evaluative purposes.

    - o Provide educational-type process steps to identify and to "prove" competence in ways other than paper and pencil tests.

    - o Describe alternate learning options as a way to acquire a missing or disapproved competency. Minimum acceptable "evidence" (documentation) to secure a positive evaluation of that competency also is stated in writing. Judgment is reduced.

3. A pocket envelope in the CAM serves as a file folder to hold the documentary evidence - somewhat like a portfolio. The purpose: to give a participant an opportunity to back-up what he or she believes to be true. The information checks and verifies what has been found during self-assessment.

    Solid justification is the expected outcome. The more thorough and accurate the documentation the more credible self-judgments are likely to appear to others. The evidence becomes source material evaluators need to draw conclusions and to form professional evaluation judgments about another person's learning.

4. The CAM serves as an educational-type discrepancy analysis - an event to force both student and faculty judgments into approved or disapproved categories. All or part of a course can be exempted in this way.

5. A participant is reminded continually of quality controls standards and what a competency is intended to "mean." NOTE: More than one-half of a course's total competency requirements must show promise of acceptance to qualify for continued ACAP assessment and learning services. Other reminders:

    - o A course competency evolved as a result of a series of judgments of what is competence.

    - o A competency describes a particular performance/achievement required at a level "above average."

    - o A competency is an explicit definition of knowledge, skills or abilities that can be measured either by performance or "evidence" of achievement.

6. Evaluators are chosen for their positive attitude toward nontraditional learning, that is, a willingness to recognize learning regardless of time, place or circumstance. Evaluators also must have a positive attitude toward competency-based learning.

The CAM forces people to compare life experience against the CAM evidence examples and "infer" from the examples whether knowledge and skills called for have been experientially acquired. If favorable all that is required is the collection of proof for presentation to evaluators. Just as participants use the manual to collect evidence so do the evaluators use the examples as a standard of comparison. The process of comparison is equivalency-education at its best.

The crucial factor in judging evidence is whether the "intent" of a competency has been proven. Life experience that approximates Strong Evidence examples can stand alone as proof of competence. On the other hand, Weak Evidence examples will not prove sufficient to fulfill the intent even if compounded by numerous bits of evidence. Examples of life experience serve as a guide so that everyone knows (publically) what kind and how much evidence can document competency successfully. Learnings inferred from life experience cannot be addressed easily by an absolute standard. Therefore, a compromise was achieved under the two headings. The procedure suggests a range of evidence from unacceptable to highly compelling.

A limited number of "strong" and "weak" examples are provided for evaluative comparison. The reason: in situations requiring expert judgment, it is virtually impossible to present a large number of examples to represent acceptable life-learning experience. Therefore, the evaluator's task is to interpolate acceptable and unacceptable achievement from the examples to arrive at a competency's intended meaning. The evaluator need only judge the learning experiences and the documentary evidence to presume competence by following three steps.

1. Compare the evidence in the pocket envelope to the "Strong Evidence" examples provided in the CAM for each competency.

2. Proof of competence achieved through lifelong learning experiences must be roughly comparable to the CAM examples to reach the desired competency level. If so, equivalency learning has been satisfied.

3. Each competency is judged independent of other competencies. However, the same proof may apply to more than one competency.

SYSTEMS FLOW

The program is coordinated at every step of the way. The end result is to minimize confusion and to maximize commitment by all to experientially-based objectives. The program moves through six steps.

1. Recruitment

During recruitment, information about the nontraditional program is communicated widely throughout the local community. Traditional recruiting techniques are used: town meetings, radio and newspaper advertising, brochures and magazine articles, and regular contacts with business and industry. Credibility is a key public relations factor.

2. Participant Pre-Screening

Potential participants meet with staff member individually or in a group. Many aspects of the program are reviewed including cost, self-assessment responsibilities, and faculty evaluation procedures. Each person then is guided through pre-screening to determine tentatively qualification to enter the formal assessment phase -- whether or not ACAP is "worth it." If pre-screening is positive the prospect becomes a participant. A nominal charge is assessed to cover the cost of materials, assessment and access to evaluation services.

3. Assessment

The Course Assessment Manual (CAM), tailored specifically to each course, is central to the assessment process. Each CAM serves both as an assessment and evaluation instrument. The CAM sections include user instructions, assessment and evaluation forms, and examples of acceptable and unacceptable evidence.

4. Evaluation

The completed CAM is reviewed by faculty responsible for that course. Evaluator(s) determine the competence level, the quality of the documentation, and approve or disapprove evidence on a competency-by-competency basis. If all competencies have not been approved, but the participant has satisfied more than 50% of them, a Learning Contract is arranged to specify conditions to acquire any remaining competencies. A range of three to eight competencies per course is appropriate and never should be exceeded. Aim for five competencies or less.

5. Learning Delivery

Each CAM states specific options (alternatives) for learning a missing or disapproved competency not acquired through life experience. Self-initiated, supervised independent study options may range from text assignments to on-the-job experience. The participant is allowed a maximum period of 30 days to complete assignments specified in the Learning Contract. Acceleration is mandatory.

6. Certification

Credit approved by the faculty is placed on the participants official transcript. Special forms report progress from assessment to evaluation and eventual certification.

COMPETENCY EXEMPTION STANDARDS

The central purpose of the CAM is a list of competencies that parallel knowledge and skills required of classroom students, but modified by DACUM results. Each competency is assigned a single page in the CAM. The competency page includes guidelines for the assessee and the evaluators.

- A catalog-type description of the course
- The intended "meaning" of the competency

- Examples of acceptable and unacceptable evidence
- How to acquire a competency
- How each competency is evaluated

From the beginning the ACAP staff adopted minimum quality assurance standards. The program demanded a model based on checks and "tests" to measure and clarify competence. Quality control is made more difficult when process goals (procedural steps) are incorporated into assessment. For that reason, the designers recognized early the need to concentrate on the effective use of task analysis, forms and methods, and learning outcomes. Much thought and advice went into the goals of the project: a series of related actions undertaken to bring about an educational result.

SUMMARY REMARKS

It was never assumed that an adult could exempt a course outright, but rather is challenged to document (prove) each specific course competency. A competency not achieved experientially, or one that is weak or cannot be documented satisfactorily (a learning deficiency), can be corrected only by the short-term independent learning option listed in the CAM and specified in a Learning Contract. No person can exempt part of a course and qualify to learn a deficit competency without first satisfying the greater-than-50-percent rule.

During the design stage the ACAP staff reviewed and adapted material borrowed from human resource development (HRD) and organizational development (OD) activities in the business sphere. Staff consensus felt that education has much to learn from the business sector and industrial assessment center methods. The ACAP model conformed to the performance-based ideal more common to the working world than among educators. Education has not yet shown willingness to accept a criterion-referenced or competency system that rests on task or job analysis to determine what people actually do, and how to prepare performance evaluation and written evaluation correlated to tasks.

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MARYMOUNT MANHATTAN COLLEGE
CENTER FOR LEGAL STUDIES
CERTIFICATE PROGRAM IN LEGAL STUDIES FOR MANAGEMENT

Margaret L. Rodgers

Abstract

The Certificate in Legal Studies Program is an innovative and timely response to a growing corporate need for professionals with a knowledge of management and law. It is one of the few such programs offered anywhere in the country. Although designed to be offered both on and off campus for a special clientele it is administered through a central organizational structure.

A year and a half ago Marymount Manhattan College innaugurated a five-course, fifteen-credit Certificate Program in Legal Studies. My intention here is to describe that program and to explain some of its unique characteristics as an initiative in specialized education.

Marymount Manhattan College is an urban institution long committed to providing educational services for working adults. To fulfill this commitment the College began an evening program in 1971 and a weekend college in 1975. In both of these divisions certificate programs as well as courses leading to a Bachelor's Degree have been offered on the basis of their suitability for a working adult student population. The four certificate programs that preceded Legal Studies, were Business Management, Data Processing, Alcoholism Counseling and Gerontology. Majors leading to a degree are offered in English, psychology, business administration, economics and accounting. For several years MMC has also conducted credit and non-credit programs for corporations, government agencies and unions; these cooperative ventures have included both certificate and degree programs, as well as individual courses and non-credit workshops.

THE CERTIFICATE PROGRAM

Purpose

Briefly stated, the purpose of the Legal Studies Program is to offer to non-attorneys a legal education that, though limited in scope, is thorough, systematic, and relevant to their job needs. The job needs which are the focus of the program are typically those of a middle-management employee in a position where a practical knowledge of the law and legal process skills are essential to his/her effective management performance.

In no sense does the program aspire to be a mini-law school or to offer a sort of diluted professional legal training. The legal education and training it provides are emphatically designed for students who are and will remain laypersons in the law, albeit legally literate laypersons.

Margaret L. Rodgers is the Director of Corporate Credit Programs, Lifelong Learning, Marymount Manhattan College, New York, New York.

The specific aims of the Certificate Program in Legal Studies are these:

(1) To develop basic competencies in legal analysis, legal writing and research;
(2) To provide an understanding of the substantive law in specialized areas;
(3) To impart a knowledge of the structure and functioning of the legal system in society and familiarity with basic legal processes.

Definition of Need

The program was developed to meet an increasing demand for qualified individuals who have interdisciplinary training in the liberal arts, law and management and can deal effectively with both theoretical and practical issues in areas where management problems and legal problems overlap and merge. It is clear that industry needs individuals with knowledge of the legal framework that shapes and regulates management action in such areas as consumer protection, occupational health, equal employment opportunity, labor relations, insurance, and government relations. Government agencies need individuals with similar backgrounds to translate into policy and procedure what has been either legislatively or judicially mandated.

Curriculum

The five-courses which constitute the Certificate Program consist of a core curriculum of two courses that are required of all students, followed by one of five elective sequences: either a general legal studies sequence or a concentration in one of four specialities. The core courses are Legal Analysis and Legal Research and Writing. The general sequence studies the application of law to administrative processes without detailed concentration on particular business areas. (Those choosing the general sequence may, however, elect to take one course from one of the speciality sequences.) The four speciality sequences offer concentrations in the fields of Human Resource Management Law, Employee Benefits Planning, International Law, and Insurance Law.

The core curriculum is intended as an introduction to what has been called "the language of the law," i.e., the development of familiarity with legal concepts and legal reasoning, and the acquisition of skill in using the law in solving management problems. More specifically, Legal Analysis places particular emphasis on the ability to combine law and facts in order to clarify and evaluate the relative merits of alternative legal positions; Legal Research and Writing builds on the previous course to develop familiarity with the essential tools and methodologies of the legal system. The goal of the core curriculum is competence in conducting legal research, from the initial inquiry into applicable law to the writing of a completed memorandum that applies the law to a specific factual situation.

The three courses that make up the General Legal Studies Sequence are Administrative Process, Business Regulation and Alternative Methods of Dispute Settlement. Intended primarily for students who have not yet chosen a career specialization in business, as well as for those intending to apply law to managerial careers outside the business world, the courses in this sequence emphasize the application of legal knowledge and reasoning to the following areas:

(1) Administrative Process examines the activities of rulemaking, regulation, adjudication and judicial review within the overall context of our constitutional and legal system. Its goal is to provide a theoretical and practical understanding of current practices in administrative procedure within that context.

(2) Business Regulation uses a case study approach to clarify the basic regulatory framework that governs business activities in such areas as trade regulation, consumer protection and securities regulation.

(3) Alternative Methods of Dispute Settlement develops skills in resolving conflicts without resort to the court system. The focus is on knowing when and how to use the techniques of arbitration, mediation and negotiation.

The four specialty sequences deal in a more intensive way with the application of law to limited areas of business activity. The particular four specialties that are part of this program were selected simply because of our estimate that they would be of use to the greatest number of prospective students. It is possible that additional specialties will later be added according to need and interest.

Without going into unnecessary detail, I will describe the courses that make up the Human Resource Management Law sequence, then say just a few words about the other three sequences. The goal of Human Resources Management is to establish a foundation in the legal aspects of employer-employee relations and to develop the skills needed to deal competently, in pre-litigation procedures, with employee relations and issues involving federal and state administrative agencies, as well as both corporate and outside counsel. The three courses in the Human Resources sequence are Employment Discrimination Law, Labor Law in Union and Non-Union Workplaces and Emerging Issues in HRA Law. The focus within each is on a solid knowledge of the most important substantive law within each specialized area and an ability to use that knowledge skillfully.

(1) Employment Discrimination Law studies both the theoretical bases and the practical applications of significant federal, state and local anti-discrimination laws, as well as the major judicial decisions in this area.

(2) Labor Law has a very practical orientation, concentrating on the National Labor Relations Act and the workings of the National Labor Relations Board as they affect such matters as employee relations, election and grievance procedures, collective bargaining, the administration of bargaining agreements and strikes.

(3) Emerging Issues examines significant current trends and new developments in areas such as sexual preference discrimination, age discrimination, hiring of aliens, employee privacy rights and the termination of non-contractual employees.

The other specialty sequences are similarly designed to give concentrated attention to the most important areas of substantive law and process within the specialty.

(1) The International Trade sequence has an introductory course on the application of law to the conduct of international business, in trade regulation, private trade and contracts, and the application abroad of U.S. law governing corrupt practices, securities and anti-trust. The other two courses deal with U.S. Customs Law and International Personnel Law.

(2) The Insurance Law sequence begins with an introduction to tort law, applying the concept of tort liability to such insurance fields as claims, medical evaluations, loss prevention and underwriting. The other courses concentrate on contract law as applicable to insurance and the laws of evidence as applicable to investigation and litigation.

(3) The Employee Benefits sequence introduces the student to the fundamental types of pension and benefits plans, the pension and tax laws applicable to these plans, and insurance and annuity concepts as related to pension plans. The additional courses focus on the administration of pension plans and special legal problems of benefit plans.

IMPLEMENTATION

Courses in the Legal Studies Program were first offered in the Spring semester 1983. The groundwork and planning were done in collaboration with the Center for Legal Studies in Washington, D.C., which had already designed a program leading to a M.S. in Legal Studies for the Antioch Law School in that city. The Center designed the curriculum under the direction and with the approval of the Business Division chairperson.

Target Population

Although interested MMC students may choose Legal Studies courses as electives, the population for which the program is intended consists of individuals who have already experienced in their own careers a need for what the program offers. Among the specific law-related jobs for which this program is particularly relevant are: investigator, hearing examiner, arbitrator, title examiner, employment discrimination specialist, insurance examiner, community advocate, legislative researcher, teacher of law in secondary schools, anti-trust compliance officer, employee benefit plan specialist, parole officer, divorce mediator, and procurement officer.

Included in the implementation plan was the goal of marketing the program to specific employers for off-campus delivery at employer sites at hours tailored to employee workschedules. The assumption that education must take place between 9 A.M. and 5 P.M., Monday through Friday, often creates scheduling problems for large numbers of adults who have full-time jobs. Thus we believe that there are major untapped opportunities to offer middle managers in convenient off-campus settings. While initially programs are being offered on campus during evening and weekends only, our objective is to establish off-site company based programs. These programs will have the following characteristics:

(1) Employers will pay for the tuition of their employees.
(2) A learning group from one or more companies will be created for the duration of the program.
(3) Classes will be held at company locations.
(4) Students will be recruited through customized proposals submitted to corporate training directors and specifically designed to meet the training needs of the organizations.

Our estimate of the need for the training and education of non-lawyers in law and legal skills was based on analysis of the rapid expansion of law-related careers and the demand for professionals who possess both law and management skills. We carefully examined the handful of similar programs outside of New York State --- all of which had been well received in their communities, respective.

The initial areas of specialization, which we described earlier, are areas in which literally thousands of professionals are employed In the New York metropolitan area. In the human resource area alone there are more than 50,000 individuals engaged in various aspects of personnel administration, a large portion of whom do not have specialized training in the legal aspects of their job.

Marketing

Developing an effective marketing program within a speciality area requires identifying current and foreseeable professional education needs, developing a network among informed professionals and professional associations in the field, and delivering at the initial stages a high quality program with a first-rate faculty of respected practitioners in the field. The major steps in the process -- from ideal to execution -- are summarized as follows:

Market Planning

Select lead program sequence emphasis based on research.
Identify key organizations and associations.
Design advertising campaign.

Marketing

Advertise campus-based program.
Send response package to students.
Make follow-up phone calls to interested students.
Counsel and admit qualified students.
Assist students in securing financial aid.

Institutional Marketing

Identify corporate and agency clientele.
Build network from on-campus program.
Develop proposals to organizations for off-campus delivery.
Establish off-campus schedules and deliver courses.

ADMINISTRATION

All programs at MMC -- even specialized and non-traditional programs -- are accomodated within a centralized organizational structure. Academically there are six divisions, each administered by a chairperson who is responsible for the educational quality and effectiveness of all programs -- traditional and non-traditional -- within the division.

The Legal Studies Program is in the Business Division. While direct responsibility for the program rests with the coordinator of Legal Studies (a half-time position), the coordinator reports to the chairperson of the Business Division in all academic matters. In non-academic matters, the coordinator reports to the Director of Corporate Credit Programs. In addition to administrative responsibilities, the coordinator, who has a J.D. degree and extensive corporate experience, also teaches one course each semester.

In the initial stages of the program the primary task of the coordinator was to inform all appropriate college offices of the program's needs and to assist them in meeting those needs. This responsibility involves the following offices and assignments:

(1) The Admissions Office to develop and maintain a recruitment strategy.
(2) Advertising and Publications Office to develop an' advertising campaign and design brochures, etc.
(3) The Registrar's Office and Bursar's Office to smooth their respective procedures for students.
(4) The Division Chair to hire and evaluate faculty and plan course schedules each semester.
(5) The Career Planning Office to prepare career information in this area.
(6) The Academic Advising Office to familiarize them with the curriculum and characteristics of the student population.

One of the most crucial aspects of implementing such a program with required courses and speciality sequences is the careful projection of the minimum of students necessary to begin the program in order to have a sufficient number to progress through the advanced courses of a sequence. It is for this reason that MMC is implementing only one new specialty sequence each year. Also, because each sequence involves an entirely different target polpulation, special advertising campaigns have to be developed for each.

ADDENDUM

The first group of students (10) received Certificates in May 1984. The age range of the group was from 33 to 51 years of age. Eight of the group already had Bachelor's degrees, and one had a Masters Degree. They worked for unions, corporations, government agencies and a television station as middle managers and researchers and one is a Pastor.

THE WOMEN'S EXTERNAL DEGREE (WED) PROGRAM OF SAINT MARY-OF-THE-WOODS COLLEGE (INDIANA): A SUCCESSFUL EDUCATIONAL INNOVATION AT THE UNDERGRADUATE LEVEL

Mary June Roggenbuck

Abstract

This paper will present the background and purpose of the women's external degree (WED) program at Saint Mary-of-the-Woods College in Indiana. It will discuss what makes independent study in the WED program both stimulating and innovative. The independent study components of projects and teaching modules will be explained. The description of WED will also cover its special features of life experience credit and advanced placement. The final section concentrates on evaluation of WED, particularly those on-going efforts to insure a high quality personalized educational program.

THE WOMEN'S EXTERNAL DEGREE (WED) PROGRAM OF SAINT MARY-OF-THE-WOODS COLLEGE

In my presentation on non-traditional education, I will discuss the women's external degree program of Saint Mary-of-the-Woods College in Indiana. Although I am an educator in the field of higher education, I am not formally affiliated with the WED program. Nevertheless, I am vitally interested in it. For I am a graduate of the College, who, over the decades, has treasured both the high quality of the liberal arts education I received there and the caring, supportive, and personal environment in which I studied. Thus, I am an alumna fully committed to the tradition of the College.

With fond memories of a residential college where students and faculty interacted daily, I was taken aback with the announcement in the 1970s that the College would offer an external degree program. At the same time that I acknowledged to myself that change and progress are necessary, I wondered whether this step might be too drastic. But as I have watched the external degree program develop and evolve, my initial reservations have given way to acceptance and ultimately to praise for the program. I now view the program as a sound educational innovation for the College. And it is with pride that I as an alumna share its success with you.

Briefly as background: Founded in 1840, Saint Mary-of-the-Woods College has the distinction of being the oldest Catholic college for women in the United States. A small liberal arts college, it has remained a women's college throughout its long history. Located near Terre Haute, Indiana, Saint Mary-of-the-Woods College has a spacious and beautiful campus with wooded areas and small lakes.

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[1] Mary June Roggenbuck is an Associate Professor in the School of Library and Information Science of The Catholic University of America, Washington, D.C.

In its commitment to the higher education of women, Saint Mary-of-the-Woods College has aimed to be sensitive to both their personal and professional needs. Throughout its history, one can trace this responsiveness through new course offerings, programs, and degrees as more and more career opportunities opened to women.

The women's external degree program had its beginnings in the concern for those students who had left the College before completing their degrees and now wished to continue their education. Couldn't Saint Mary-of-the-Woods College provide a way for these women to pursue degrees at the same time that they remained in their communities with their jobs and with their families? Faithful to its mission, the College accepted this new challenge and in 1973 initiated the Women's External Degree program.[1] The first bachelor's degrees were awarded to WED students already in 1974. That year the College also became the recipient of a Lilly Endowment grant to fund the expansion of the program.

While the program had been founded to serve the educational needs of former students who were aged 25 and older, younger women continued to request consideration for admission to the program. In response to this clearly articulated need, the College in 1979 opened the WED program to women under 25 and to women who had had no previous college experience. The WED program also began to offer associate degrees and at the present offers three associate degrees: Associate Arts (A.A.) in humanities, and the Associate of Science (A.S.) in business and in gerontology.

A few enrollment figures will help to highlight the fact that this non-traditional program did indeed fulfill an educational need of contemporary women. By 1979 over 700 students had enrolled in the program. This figure had soared to 1,000 in 1980. By the end of 1983, more than 1,400 women had enrolled. At the 10-year mark of WED (January, 1983), the 500th student had graduated. In recent years, enrollment in the WED program hovers around 500 students. Their homes are such faraway places as Japan and Kuwait as well as nearby Terre Haute and Indianapolis, Indiana.

Popular academic majors of WED students include liberal arts, psychology, social work, and business with business forging ahead in popularity in recent years. The WED program has also become a stepping stone to further education. WED graduates do pursue graduate studies, and WED alumnae have been awarded master's, J.D., and Ph. D. degrees.

Just what is the format of this program that has demonstrated this widespread appeal? The Women's External Degree program is basically a "stimulating and innovative approach to independent study."[2] The program description for prospective students highlights the WED concept, which is to:

> Offer a flexible, high-quality program of controlled independent study which relies on regular, personal contact between faculty and student, with periodic, but minimal on-campus residencies.
>
> Avoid a single, prepared format, but provide an opportunity for each student to pursue a course of study toward a degree based on her own personal and educational background.
>
> Allow her to follow the steps toward her educational goal by utilizing community resources.

Assist and encourage students to augment previously earned college credits by applying for Life Experience Credit (LEC)--credits awarded for documented college-level learning acquired through professional or career experience, or even through hobbies and special interests.[3]

An essential preliminary for the incoming WED student is the mandatory pre-enrollment telephone interview which lasts about 30 minutes. This counseling has come to be considered a strong contributor to the success of the program. Among other things, the telephone interview is instrumental in determining a realistic and manageable course load for the individual woman given her particular circumstances and prior commitments. Reassurance is the major outcome. As Sister Marie Denise Sullivan of the Advisory Committee points out, "This interview serves in most cases to allay anxieties on the part of the student and to furnish her with all specific information about campus procedures."[4]

Formal orientation to the Women's External Degree program occurs at the initial residency period which is offered seven times a year, affording the incoming student the choice of a convenient date. During these four days on campus, new students are introduced to the College, the WED program, faculty, and staff. Students also discuss educational goals with their academic counselor, and they develop plans for their first semester's work (called a project) with their advisor.

During the initial residency, WED students are involved in group and individual sessions. General meetings are utilized to introduce the concepts of liberal arts education and long-distance learning, to provide descriptions of the CORE courses, and to explain majors and concentrations. About a half-day is devoted to instruction in those study habits and skills particularly necessary for successful independent learning experiences. In individual sessions with academic counselors, students complete their long-range planning sheet in which they map out the program of study for their degrees.

Thoughtfully planned activities build up to the design of the students' project proposals for the upcoming semester. Role play, for example, is a valuable preliminary to the proposal design. New students get a clearer picture of how projects are planned as they observe two WED faculty members role play the design of the project proposal with one faculty member enacting the part of the student.

The student is now ready to actually plan her semester's WED project on a one-to-one basis with her advisor. This project is a block of study which represents a designated amount of college work (generally from 6 to 15 semester hours). In the proposal, the advisor lists each course title decided upon for that semester and the semester hours of credit for it. This is followed by "the written description of the readings, work, activities, and all pertinent learning experiences attendant to each course. . . . It includes all the understandings, agreements, and expectations of both the student and her project advisor."[5] As Sister Marie Denise Sullivan emphasizes, "All courses taught in WED are adaptations of classroom courses; the methods of evaluation of the learning outcomes are necessarily different, and the experiential components are much wider than could be expected of residential students."[6]

Specifically, the student is given a Teaching Module for each course listed on her proposal. These modules consist of the information necessary to complete a course--textbooks, syllabus, assignments, and other needed instructions for accomplishing the course goals. The modules are constructed to reflect the principles of teaching the adult learner.

Modules characteristically have Study Questions to be completed in writing and submitted to the project advisor according to the schedule devised at the planning session. The Questions are designed to elicit from the student the kinds of responses reflective of the higher levels of Bloom's Taxonomy of Learning. Modules also have a Research Paper component that is due at the end of the semester--a five month period of study.

Those resources necessary for completing the research paper and assignments are discussed during the planning process. WED students can fully utilize the research materials of the College Library through generous loan policies adapted to their needs. Students are also given guidance on how to pursue the informational resources of their own communities, and they are encouraged to supplement printed resources by tapping the human resources of their communities--those local persons who can be interviewed, observed, etc. for their vocational or avocational expertise.

In the project planning stage, it is essential for the advisor to explain to the student precisely how he wants things done so that there will be no misunderstanding or misconception of expectations on the part of the student. The project proposal becomes, in effect, an academic contract which outlines goals and details the tasks through which learning is to be accomplished. In addition to the project proposal, the student takes away with her WED's written guidelines which spell out student responsibilities and those of a project advisor.

Side by side with structure is flexibility in the design of WED learning experiences. Individual interests and needs can and often do play an influential part. In keeping with the goals of on-the-job adult learners, experiential activities may be incorporated into the module. For example, one WED student--a nurse who wanted to become a social services coordinator--developed a comprehensive county health plan in one of her courses. This plan was later presented at a public meeting, initiating a series of events which led to a job offer as social services coordinator in that county.[7]

After the first semester, a return residency period of one day is generally all that is required for a student to meet with her advisor to complete the proposal for the following semester's project. Because of professional or personal demands in her life, a WED student may sometimes need to request a leave from study for a semester or a mutually agreed upon span of time. This non-traditional aspect of the WED program is necessary to make study amenable to the demanding lifestyles of WED students, about 80% of whom are employed full-time or part-time.

A striking characteristic of WED students and faculty is their interactiveness. Although they are separated for lengthy periods of time, counselors and advisors keep in close contact with their students. Partly responsible for this on-going communication is the finely tuned system of written reporting that is generated through the project design. The monthly newsletter, The WED Dimension, regularly apprises students of program-related developments as well as carries news of activities of the WED faculty, students, and alumnae. Telephone communication is facilated by adherence to a fixed schedule of times when counselors are available on certain phone lines. Moreover, the tone of friendliness, helpfulness, and supportiveness conveyed by the faculty during residencies encourages students to feel comfortable about contacting their counselors and advisors. WED students have also found ways to be of support to each other while studying independently. At residencies on campus, students may form collegial relationships which develop into personal friendships and/or professional networks. In Indianapolis, where there is a number of WED students, the students have organized themselves into a support group.

A non-traditional feature of the WED program is Life Experience Credit (LEC), which comprises "relevant and significant learning acquired through experience, on-the-job training, independent study, or course work completed at unaccredited institutions." In the policy statement on Life Experience Credit, the College's philosophy is spelled out: "It must be stressed that Saint Mary's does not award credit for life experiences per se but rather awards it for college-level knowledge acquired through non-traditional means."[8]

Examples of the kinds of activities for which Life Experience Credit may be given include: Great Books program, the restoration of historic landmarks, and the development of a crisis center. In addition to identifying the experience and classifying it according to a curricular area, the student must state in her application for LEC the length of time covered in the experience and the nature of her personal involvement in it as well as the kinds of knowledges gained through the experience. The application must be supported by appropriate documentation such as certificates, letters of verification, and licenses (real estate, cosmetology, etc.). The Advisory Committee evaluates the application for LEC and its accompanying documentation according to special criteria in order to insure that the nature and quality of the learning for which credit is sought is appropriate as college-level work.

WED students can also earn academic credit by demonstrating proficiency on the College Level Examination Program (CLEP) tests. Likewise, WED students with certain professionally sponsored programs in their backgrounds can gain credit toward their degree. For example, the College will award 32 semester credits to radiologic technologists who through examination have been certified by the American Registry of Radiologic Technologists. Other professionals who are encouraged to apply for academic credit include certified professional secretary, certified legal secretary, medical records personnel, and nurses.

As a non-traditional and new program, WED has been evaluated both internally and externally. And the outcomes of the external evaluations have been highly reassuring for they attest to the high quality of the program. In its latest evaluation of Saint Mary-of-the-Woods College and the WED program, the North Central Association of Colleges and Schools commended WED as a model program of its kind. The Ohio Board of Regents in 1983 also gave special recognition to the program. The Board awarded authorization for the WED program until 1990--a span of 7 years instead of the 3 to 5 years generally awarded to out-of-state programs before they are due for re-examination.

Systematic evaluation also takes place internally. Administratively, the WED Director is responsible for program quality. The Advisory Committee also plays an important role in insuring that program quality is maintained. For example, the Committee must approve any new course or module before it is introduced into the program. In addition, the modules of the general education courses are continually reviewed by the full-time WED faculty.

The Director and Advisory Committee meet together off campus for a period of three days set aside twice a year to reflect upon the performance and progress of the WED program. Also, individual members give attention to self-assessment in relation to their program responsibilities.

The WED educational mode lends itself to obtaining student feedback for written communication--particularly progress reports--between student and advisor is mandated at specific intervals. And at the end of a semester's project, each student is required to complete a form on which she evaluates her advisor's performance as well as comments upon her semester's learning experiences. Particular aspects of the WED program such as residency are evaluated by each student each time she participates in them. At the end of the initial residency, students complete a 3-page evaluation, including a checklist for rating each of the orientation sessions. Students also evaluate each return residency.

Given the open and responsive environment of WED and the evolving nature of the program, recommendations for changes could be effected relatively quickly, if considered desirable. In looking back on a decade of the WED program in 1983, the then President of the College, Sister Jeanne Knoerle, commented, ". . . we began, tentatively, building a program that would be high in quality and, at the same time, would carry the necessary flexibility. And then we tested it and revised it. . . tested it and revised it. . . and tested it and revised it. . . . And at each step the input of WED students and then WED alumnae was invaluable. And now we come to the present moment, with a highly qualified, highly accredited, and highly recognized program that serves the unique needs of a very special group of students."[9]

NOTES

[1] For content in this paper, I am indebted to Sr. Marie Fox, Director, for printed and unpublished materials about WED program and to the following faculty and staff for the group interview at the College on May 25, 1984: Sr. Marie Denise Sullivan, Robert Martin, Jim Wynne, Judy Stoffel, and Brenda Carlyle.

[2] The Women's External Degree Program, 1982. Unpaged.

[3] Open the Door to . . . , 1983. P. 2.

[4] Sullivan, Sr. Marie Denise. Saint Mary-of-the-Woods External Degree Program: A Decade of Experience (unpublished text of speech). P. 2.

[5] A Handbook for Project Advisors in the Women's External Degree Program, 1983. P.

[6] Sullivan. P.3.

[7] Fox, Sr. Marie. The New Moment. Saint Mary-of-the-Woods College Quarterly and Alumnae News, 1983, 58(1). P. 6.

[8] Life Experience Credit. Handbook for Academic Counselors (WED Program), 1980.

[9] A Message from Sister Jeanne Knoerle. The WED Dimension, 1983, 16(1). P. 1.

BUILDING THE BUSINESS BLOCK: AN APPROACH TO INTEGRATIVE EDUCATION IN BUSINESS

Maryanne M. Rouse and Hamilton W. Stirling

Abstract

Most Colleges of Business Administration have sought to meet the need for "real world" relevance and functional subject matter integration with a "capstone" course in policy and administration. Typically taken in the undergraduate student's last semester or quarter, it is intended to provide both a framework for tying together the functional areas addressed by core and major courses and the opportunity to apply prior learning in a problem-solving environment. This paper describes an integrative approach to helping business students build a set of interdisciplinary problem solving skills early in the academic program through an experimental BLOCK combining Management Accounting, Finance and Management.

INTRODUCTION

Business organizations and public sector institutions today operate in an environment characterized by rapid change, increasing complexity and high levels of uncertainty. To perform effectively in this dynamic setting, decision makers must acquire problem solving skills that span a broad range of capabilities as well as the ability to view the organization as an integrated whole rather than a collection of functional "parts." Problems and opportunities can rarely be identified or contained within a single activity or function: they don't come to the decision maker pre-tagged or identified by business category.

As professional schools, Colleges of Business Administration are charged with the responsibility to provide an educational experience that is relevant to the needs of current and future decision makers/managers as well as to the organizations that employ them. To be effective, education for business needs relevance to the business environment just as medical education needs relevance to physical and mental health problems.

Most Colleges have sought to meet this need for relevance and integration through the requirement of a "capstone" course in policy and administration. Typically taken in the student's

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Maryanne M. Rouse is a Lecturer in Accounting and Director of the Professional Development Center, College of Business Administration, University of South Florida, Tampa, Florida.
Hamilton W. Stirling is a Lecturer in Management at the St. Petersburg, Florida Campus of the University of South Florida.

last semester or quarter, it is intended to provide 1) a framework for tying together the functional areas addressed by courses in finance, ecomonics, quantitative methods, accounting, etc., and 2) an opportunity to apply prior learning in a problem-solving environment. However, if students are to benefit from building a set of interdisciplinary problem-solving skills, it seems both reasonable and valuable to provide such a format early in the academic program. The business BLOCK provides that format.

PROGRAM DESIGN AND OBJECTIVES

The concept of the business BLOCK, a thirteen quarter-hour sequence covering the topics usually taught in three separate core courses -- Principles of Management, Management Accounting and Principles of Finance -- was developed by three business faculty at the University of South Florida's regional campus in St. Petersburg. The objectives were to:

-- Create an atmosphere in which students are not only encouraged but required to think across functional lines

-- Eliminate inefficient and ineffective "overlaps" (e.g. breakeven analysis is covered in all three core courses; cash budgeting is covered in two; etc.)

-- Provide an opportunity for the students to integrate functional concepts through individual and group work with integrative cases

-- Provide an opportunity for students to develop and enhance problem-solving skills.

"Putting it together" began in the Spring of 1977 with each of the faculty members listing in detail the topics he/she covered in the traditionally taught individual courses. A master list was then compiled to eliminate overlap. Since a major objective was the integration of functional areas, topics on the master list were sorted into the three major areas of problem-solving/decision making: planning, organizing and controlling.

It was decided that the BLOCK would be an experimental program and, as such, would require comparitive analysis for evaluation. Therefore, the BLOCK would be taught in Quarter I of each year (1977-1980) with the traditionally taught courses being offered in the remaining three quarters. There was no special selection process except that the students would be fairly new to the College of Business Administration since these three courses come early in the core course sequence. The three courses were scheduled so that the student would attend classes from 9 A.M. to 3 P.M. two days a week for a total of 10 contact hours. The only prerequisite was that the student had successfully completed elementary (financial) accounting. Each student was required to register for all three courses as a block since the material would be interrelated during each class.

Class size leveled off at between 30 and 40 students. Although the same texts were used in the BLOCK as in the traditionally taught individual courses, students normally had reading and problem assignments from all three functional areas. Each faculty member presented material in a team-teaching format with usually two but often all three faculty in the classroom. Examinations were given every two weeks; several oral and written cases were also required. More extensive integrative cases were used near the end of the Quarter to encourage multi-disciplinary problem-solving.

Assumptions

The design of and methodology for evaluation of the BLOCK program were based on the following assumptions:

1. Well developed problem-solving skills are essential to the effective functioning of decision makers in today's complex bussiness environment.
2. These skills can be learned.
3. Colleges of Business Administration should serve as the first "training ground" for gaining and using decision making and problem-solving skills.
4. Classroom performance as measured by grades is a relevant indicator of both past accomplishment and future potential for learning and performance. (This assumption is reinforced by both the almost universal of the GPA by colleges as a measure of successful program completion and the widespread use of GPA by employers as an employment selection criterion.)
5. Exposure to problem solving skills and functional integration early in a business student's academic career will enhance his/her performance as measured by grades in later courses.

Evaluation Methodology

The BLOCK program provides the basis for longitudinal research since the GPAs of BLOCK and non-BLOCK students can be evaluated at graduation.

The methodology for evaluation consisted of testing two sets of hypotheses:

Set I: H_1 Students who have completed the BLOCK program will be more successful, as measured by GPA, than non-BLOCK students.

H_0 There will be no significant difference

Set II: H_1 The difference in performance between BLOCK and non-BLOCK students can be attributed to having completed the BLOCK program.

H_0 The difference in performance between BLOCK and non-BLOCK students is explained by other variables.

The first step was an attempt to disprove the Set I null hypothesis. The procedure consisted of constructing frequency distributions for the GPAs of graduating business students who attended the St. Petersburg Campus during the experimental period.

f_t Frequency distribution of GPAs for a random sample of College of Business students enrolled at and graduating from the St. Petersburg Campus (N = 139) who did not participate in the BLOCK

f_0 Frequency distribution of GPAs for BLOCK students who completed substantially all of their courses at and graduated from the St. Petersburg Campus (N = 146)

Given the purpose of the study, to determine the possible effects of the BLOCK on subsequent academic achievement, the dependent variable was defined as cumulative University of South Florida GPA at graduation. Therefore, evaluation was not begun until 1983 when the last of the BLOCK participants had graduated.

PRELIMINARY ANALYSIS OF RESULTS

Preliminary findings indicated that the two groups attained an equal level of academic achievement: the GPA means for the experimental and control groups were 2.76/3.00 and 2.74/3.00 respectively. As expected, given the similarity of these scores, the results of the one-way ANOVA procedure indicated that there was insufficient evidence ($p > .05$) to conclude that the GPAs of these two groups are unequal. The same data were analyzed using trim means (top and bottom 10% of cases eliminated from both groups), analysis of covariance (previous Community College or high school GPA used as the covariate) and the Kruskal-Wallis non-parametric ANOVA test. None of these additional tests revealed a significant difference in subsequent academic achievement.

A review of the preliminary analysis, although initially disappointing, led to a reconsideration of Assumption 5, that exposure to problem-solving skills and functional integration early in a business student's academic career would enhance subsequent academic performance. While the BLOCK experience did not result in measurably higher GPAs for BLOCK students, the BLOCK experience did seem to change attitudes and behavior in ways not measured by GPA:

1. BLOCK students enrolled in more of the "tough" quantitative courses (management science, statistics, price theory) sooner than non-BLOCK students. A significant number of BLOCK students chose more difficult electives such as advanced computer languages and computer science, both of which are taught in the College of Engineering.

2. BLOCK students developed a special rapport among themselves that carried over to other classes as well as to social activities. Many referred to themselves as "Blockers" or even "Blockheads," belying the somewhat elitist attitude they had developed about themselves.

3. They demonstrated a willingness to become involved and assume leadership roles by joining, starting and heading student organizations. They assumed more responsibility for their own education than non-BLOCK students, "networked" extensively, and relied far less on institutional mechanisms than non-BLOCK students.

4. A disproportionate number of BLOCK students were elected to Student Government offices. Student Government Presidents from 1978 through 1983 were all former BLOCK participants. (Student Government officers are elected in campus-wide elections with students from all colleges voting.)

5. BLOCK students developed an easy rapport with BLOCK and non-BLOCK faculty and administrators, indicating a high level of self confidence and good self image.

CONCLUSIONS

The changes in attitude and behavior are probably explained by three factors:

1. The Concept.--The BLOCK demands a good deal of group work in decision making and problem solving. Instructions for oral and group projects were often purposefully vague to encourage students to assume more responsibility for not only solving but defining problems. Because of the way in which the BLOCK was scheduled, students spent more concentrated time with each other and with the BLOCK faculty. Because the functional areas were integrated, there were no "simple" or "sure" answers: students had to learn to deal with uncertainty as well as take a "big picture" approach.

2. Faculty Commitment.--The BLOCK was a faculty project, developed and controlled by faculty. All three faculty members "bought into" the BLOCK because it was something each wanted to do, despite the increased time and energy

required. The BLOCK was "bootlegged" into the curriculum at the St. Petersburg Campus for four years, bypassing both the College's Curriculum Committee and normal administrative procedures.

3. The Hawthorne Effect.--BLOCK students knew that they were part of an experimental program and expected to act differently and to be treated differently than non-BLOCK students.

Although each of these three factors probably contributed to the attitude and behavior changes exhibited by BLOCK students, it is not possible to determine the importance of each without further study. Therefore, future research will concentrate on developing a questionnaire to be mailed to both BLOCK and non-BLOCK alumni. Specific questions to measure the importance of each of the three factors discussed above are currently being designed.

CRITICAL REASONING DEVELOPMENT AND MASTERY OF COURSE MATERIALS: ADJUNCT FACULTY PERCEPTIONS ON ASSESSING STUDENTS IN A COMPETENCE-BASED B.A. PROGRAM

Joanne B. Scanlan, Ph.D

Abstract

School for New Learning Adjunct Faculty assess students' mastery of course content as well as growth in critical thinking. The most experienced faculty, and those with more experience teaching adults, design assessments of student abilities in both propositional knowledge and analytic thinking, measuring growth over time in their courses. Assessment techniques most favored are journals and short essays on course topics that capture Elbow's "first-order thinking," or creative conceptualization, combined with final course projects that demonstrate students' analytic judgment and organized presentation. Equity in assessing student accomplishment is maintained through administrative overview and faculty training.

INTRODUCTION

What do a college dean, an attorney, and a human resource manager have in common? Besides all being adjunct faculty at the School for New Learning, these individuals must use their courses to help develop our adult students' abilities to demonstrate the following competence statement: "Can plan one method of change within a community and assess its likely effects." One is teaching a course entitled, "Nuclear War: To Be or Not to Be?"; the second is teaching a course entitled, "Law and Values"; and the third teaches "Organizational Improvement." How will these faculty members, with diverse disciplinary emphases and varying frames of reference, establish an equitable standard of attainment for that competence? What criteria can be selected as a means of measuring student ability that will satisfy each instructor and that can be successfully integrated with each instructor and that can be successfully integrated with each instructor's teaching style? And, how will the criteria selected this quarter compare with what is selected next quarter, by three other adjunct faculty?

The School for New Learning offers about eighty courses each year, all taught by adjunct faculty. These courses provide one way that our students can learn the necessary knowledge and skill to demonstrate ability in fifty specific competence statements. Students may also demonstrate their accomplishments through the School's assessment of prior accredited learning and life experience.

In the past year, the School has begun a review of our entire evaluation process, including how our faculty assess students and award competences. This paper outlines our preliminary findings.

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[1] Joanne B. Scanlan is Academic Advisor with responsibility for Assessment at The School for New Learning, DePaul University, Chicago, Illinois.

OPERATIONALIZING COMPETENCE STATEMENTS

Competence-based education is as subject to institutional interpretation and administration as any other approach. One definition holds that competence-based instruction should define the educational goals set for and met by each student in a course. Instructors can then be expected to teach their courses in accordance with a specific objective and specific, behavioral criteria (Ainsworth, 1977).

At the School for New Learning, the competence statements that instructors must use as the basis for the educational objectives of their courses are not specific. Nor are specific behavioral criteria mandated for each competence. Our competence statements, in general, describe an orientation towards knowledge: the use of information as the basis for discriminating judgment and action. While issues of values and behavior are raised in the competence statements, the topics through which these issues can be explored are left to faculty discretion. The School's policy in this area reflects Patricia Cross's "proverb" for adult educators:

> "Teach students subject matter, and you give them perishable information; teach them how to learn, and you give them knowledge and independence for the rest of their lives" (Cross, 1982).

Each adjunct faculty member shoulders responsibility for establishing specific learning objectives in light of the general orientation of the competence statement assigned to his or her course. Each faculty member also selects the types of projects, papers, presentations or tests that students will accomplish to produce evidence of their abilities.

A difficulty with this approach is that teachers' criteria, even for the learning objectives they themselves define, tend to be particularistic. Some instructors, with disciplinary training in fields with universally-accepted core knowledge may take some comfort in a presumed "standard" (Ainsworth, 1977) but the majority of us would agree that,

> "Most of us as teachers are not used to thinking systematically about the evidence we use in judging students. Our evaluations are based on intuition honed through practice" (Chickering, 1983).

Chickering's statement, addressed to our colleagues in traditional programs, reminds us that the problems of operationalizing one's educational goals for students are shared by all educators.

In Fall, 1983, four groups of adjunct faculty met to discuss ways to operationalize the School for New Learning's competence statements, which had been completely revised for the 1983-84 academic year. Each group represented invited faculty from one of the four areas of the School's curriculum: Human Communities, Arts of Living, the Physical World, and the World of Work (the latter emphasizing management). About one-third of SNL adjunct faculty are also tenured faculty at DePaul University; the others are fully employed in their professions (law, management, arts administration, etc.), with a few independent scholars and free-lance artists and journalists represented. The twenty faculty members who participated in the discussions reflected the diversity of the faculty, but were not a random sample.

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Within each group, SNL instructors with several years' experience in the program led the informal discussions. Tape recordings of the meetings were made for later analysis and summarization. Two to three SNL staff attended each meeting to answer points of information.

SKILL DEVELOPMENT AND KNOWLEDGE ACQUISITION

Nearly all of the discussants placed a higher priority on transmitting reasoning skills to their students than on imparting segments of information to their classes. In their descriptions of their learning objectives, SNL adjunct faculty approximated Peter Elbow's definition of critical thinking as "second-order thinking:"

> "Second-order thinking is conscious, directed, controlled thinking. . . . Second-order thinking is committed to accuracy and strives for logic and control: we examine our premises and assess the validity of each influence" (Elbow, 1983).

To teach this skill, the instructors instinctively employ Elbow's formula for course design: initially students are encouraged to explore themes or topics, by use of journals, short drafts of essays, oral reports, etc., that enable the student to conceptualize issues. After an uncritical immersion in the topic, students are assisted, again through written and oral work, in analyzing their own ideas and those of other students. The propositional, or course-specific knowledge, of the arts, of history, or of philosophies of education, are used as the subject of this training in critical thinking. And in turn, a grasp of the logic of argument and of the role of various disciplines in framing discussion and developing evidence creates in the student a greater appreciation and understanding of many traditional fields of study.

Only a few instructors, primarily our newest instructors and those in natural science fields, identified their main instructional objective as imparting a set amount of specific information to their students. While reasoning skill was considered important, this faculty group believed that that skill was a necessary prerequisite for the student's success in their courses. This group voiced frustration when acknowledging that some dedicated students slipped into failure because of their low skill level, but preferred not to link their roles as teachers to this failure. The majority of the SNL faculty suggested that the roles of teacher and student are interrelated, and that student achievement results when teachers know how to help students learn. Faculty members who were interested in developing better techniques for aiding their students were referred to our staff for follow-up.

Locus of Control in the Classroom.

The newest faculty at SNL voiced the most concern about controlling their classes. These instructors, representing many disciplines, had never taught adults and most of their comments showed a desire to group all "students" together: concerns about attendance, hostility to learning, unruliness, etc., were quickly discharged by experienced faculty. In general, faculty with experience teaching adults felt comfortable shedding the unequal "expert--novice" relationship of the traditional classroom, in favor of "co-learner" relationships. The experienced faculty suggested letting students see and understand how knowledge is created, by sharing ideas for research, or tracing the development of changing beliefs, and drawing parallels in the students' current learning experiences with the learning that all "experts" pursue. The SNL faculty, in effect, were generally strongly supportive of the perspective taken by Dressel and Marcus (1982), who describe the goal of teaching as the production of independent learners. By transforming the role of the instructor from one who holds all knowledge and who merely dispenses neat summaries of that knowledge, into a role-model of the learning adult, students can begin to emulate the independent and active life of the true scholar.

ASSESSMENT TECHNIQUES

In operationalizing the SNL competences, faculty must list the assessment techniques to be used in their courses, and must be sure that the chosen methods accurately measure the desired outcomes. The SNL faculty frequently define both cognitive and affective outcomes for their courses. The faculty discussions showed that evaluating these different outcomes was not too difficult if sufficient forethought had been applied to establishing relevant criteria and, indeed, if the measures provided the needed information for evaluation (Houston, 1981). For example, one instructor who stated as one objective for his course that students would be able to use scientific reasoning to refute creationist perspectives on evolutionary theory decided after our discussion that he needed to find a measure of student's abilities to use scientific reasoning, rather than to use the test of scientific knowledge that he had planned to use. He decided on a double test of the students' knowledge of paleontologic artifacts, and of their ability to write an organized essay using recent archaeological findings to address deficiencies in creationist theory. The latter becomes a test of paleontologic and archaeologic knowledge-in-use, very much in keeping with the orientations of the competence statements used by the School for New Learning.

Some form of pre-testing is a hallmark of the more experienced faculty. All of the experienced instructors gather information on the skill level and general knowledge of their students early in each course. Some use short quizzes, other assign reports that are collected the second night of class, and others rely on oral reports to assess their students early and quickly. These instructors then either establish more particular learning goals for each student based on their entering abilities, or establish the differing starting points from which each student's progress is measured when completing a class-wide objective (Chickering, 1983).

Continuous feedback, using journals, weekly progressive essays, or presentations, are means of tracking changes in perspective or value shifts, especially important for the faculty who have listed affective outcomes for their courses. The instructors assess these materials for creative content and "first-order" exploratory thinking (Elbow, 1983). They do not punish students for less-than-elegant prose at this time, although writing style is discussed.

Grades.

The School for New Learning program, while competence-based, offers an option of grades for courses. Instructors use the grades, when students have elected that option over the Pass-Fail option, to acknowledge superior accomplishment of a competence. In addition, the instructors write an assessment of each student's work, which is forwarded to the SNL advising staff and to the student.

In determining final grades, and indeed even in determining whether a student has passed their courses, the more experienced faculty emphasize each student's growth in creative and critical capacities during the quarter. At the same time, a minimum level of comprehension must be demonstrated: identification of concepts, appropriate comparisons, and a minimal ability to organize the material covered according to the instructor's theme. Here, the importance of pre-testing is underscored, since evaluation of growth necessitates measures made at least at two points in time.

Administering Autonomy.

While SNL faculty maintain a great deal of autonomy in their course objectives and evaluations, general administrative overview of these steps is necessary for an equitable program. Each course plan, with clear objectives and defined measures, must be approved by the SNL Curriculum Coordinator and the Dean of the School. The Curriculum Coordinator also screens prospective faculty, selects the adjunct faculty, and is involved in most course development. Four faculty meetings each year provide information on grading policies, teaching techniques, and assessment criteria. New faculty members are visited in class by a senior faculty member and a staff member. Text selection and assignments are reviewed prior to the course, and suggestions made where warranted. Adult students in the program also volunteer time to orient new faculty; this technique is especially useful in helping faculty to disabuse themselves of misconceptions about this population. Because of the success of our 1983 discussions with faculty, there will be added emphasis on support of faculty-led seminars for colleagues.

CONCLUSION

In a recent study, experiential, process-approach, and presentation-approach courses were all found to be effective means of increasing adult student achievement (Houston, 1981). We now know that it is possible to combine the teaching of critical reasoning with numerous content courses (cf., Svinicki and Kraemer, 1980). We also know that reliance on grades as an indicator of student learning when the learning objective is not specified, doesn't appear to bear close scrutiny (Chickering, 1983). The School for New Learning has attempted to learn from these findings in designing a method of orienting course content and student assessment.

The SNL competence statements provide our instructors with general orientations towards knowledge that stress application of critical thinking skills. In operationalizing these orientations into course objectives, faculty can rely on the knowledge of the SNL staff, and their fellow-faculty members, to determine appropriate expectations of student accomplishment, to state these expectations, and to select appropriate tools for measuring accomplishment.

Student evaluations of courses and instructors, class visits, faculty training, and community-building discussions all help to insure common minimum standards in the courses offered.

Adjunct faculty members are encouraged to avoid authoritarian teaching styles, and to promote a learner-centered style that compels students to accept greater responsibility for their own education. Assessments are used to show each student his or her needs and become a basis for student advisement. They are not punishments for poor work, although grades enable instructors to acknowledge outstanding accomplishments.

While SNL's use of competence-based education in its curriculum may not reflect a pure application in Ainsworth's (1977) definition, we feel that it accomplishes some important goals, among them: instructional creativity, improved teaching strategies, specified (if not wholly standardized) outcomes for students, and attention to student differences.

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INTERCULTURAL COMMUNICATION SKILLS AND ADULT EDUCATION: A PROGRAM FOR EXPERIENTIAL LEARNING IN THE EIGHTIES

Michael J. Schneider

Abstract

This paper focuses on the increasingly important interdisciplinary area of intercultural communication and it developes strategies for developing intercultural communication skills at the adult education level. It explores basic components of a sound intercultural communication program and it examines some appropriate resources for such education. Finally, it examines means of enhancing intercultural experiences and develops experiential modes of teaching intercultural communication skills.

INTRODUCTION

In his prophetic War and Peace in the Global Village, Marshall McLuhan foresaw an increasingly international world brought about by the spread of mass communication and advances in technology. To some extent at least, we all experience some vestiges of this increasing internationalism. The burgeoning growth of international business, the tremendous influx of refugees and immigrants from all parts of the globe, the increasing numbers of international students populating our educational institutions and the growth of the international travel industry all attest to the need to address intercultural concerns in our educational systems. In Critical Needs in International Education the National Advisory Board of International Education recently proposed that a national fund be established to boost support for the study of international issues at all educational levels. This paper procedes from the assumption that, to adequately develop sensitivity to international issues, training and experience in intercultural communication skills are essential. First, we will examine the basic structure of sound intercultural communication programs. Next, some selected resources are suggested. Finally, some recommendations are developed concerning pedagogical strategies and intercultural communication skills in the adult learner.

COMPONENTS OF AN INTERCULTURAL PROGRAM

Traditionally, many fields of inquiry have focused on international issues in one form or another. Anthropology, political science, and history most notably, have examined human behavior in differing times, cultures, and civilizations. These disciplines, taken together, provide a broad backdrop of knowledge from which scholars of intercultural interaction might draw.

Michael J. Schneider is Assistant Professor of Communication Studies, Northern Illinois University, DeKalb, Illinois.

In recent years, however, a growing interest has emerged in what I will call the contemporary pragmatics of intercultural interaction. The areas of communication studies, TESOL, and multicultural education studies have witnessed and fostered much of this concern. Basically, the pragmatics of intercultural interaction involves the focus on how adjustment and acculturation are achieved, how members of different cultures interact with each other, and immediate concerns related to the enhancement of intercultural understanding. Courses in intercultural communication, ESL, and multicultural education have attempted to address such concerns as have specialized workshops and on-going instructional "laboratories." While the format for sound intercultural communication skills programs may vary widely, I believe that the basic orientation of effective programs must include at least three components. While these components may seem, at first glance, obvious to some, gross violations of the assumptions underlying these components are common in intercultural education.

The first necessary ingredient for a sound intercultural program is that it should be truly international in both composition and focus. Attempts to organize intercultural courses should involve active recruitment of members of a wide variety of cultures to be most effective. If it is not possible to include a variety of students within a class, program or workshop itself, then the use of resource persons from a variety of cultures should be incorporated into the program. Active efforts to encourage interaction between members of different groups should be incorporated in the program. The focus of the effort, moreover, should be genuinely international in character. Often intercultural courses or workshops may become ethnocentric in nature, defeating the original purpose of the program (Schneider, 1982). Examples of such tragedies are readily apparent in "bilingual ecucation" programs where Spanish-speaking children frequently learn English, but English speaking children almost never are encouraged to learn Spanish. The genuine intercultural program provides a balanced orientation to a variety of cultural experiences and highlights the merits of cultural diversity rather than homogeneity.

Second, an intercultural program should be experiential yet is should include respect for theory and research. Perhaps the most effective means of intercultural learning is through direct experience. Even past stereotypes can be transcended when the opportunity is present for direct observation or experience (Schneider and Jordan, 1981). At the same time, a sound background in intercultural communication theory and research can help us to comprehend and enhance experiences as we learn more about human behavior generally (Cf. Hoopes, Pedersen, and Renwick, 1977). Notions from intercultural theory such as "culture shock" the "U curve hypothesis" and "multiculturalism" can help enhance the experience of interaction and adjustment in other cultures.

Finally, a sound intercultural program should go beyond the ordinary trappings of education in academia to include experience, involvement and learning in the multicultural environment in which we are emersed. Day-to-day interaction and routinized patterns of living may cause us to be unaware of the multicultural aspects of even our own campus or neighborhood. An intercultural program should be designed to break through such barriers and it should make us more aware of cultural resources and multicultural dimensions of our environment.

INTERCULTURAL RESOURCES

The growth of intercultural communication studies and multicultural education has generated an array of articles, books, scholarly journals, films, and commercial simulations in the area of intercultural studies. Here, it is worth mentioning such journals as the Intercultural Journal of Intercultural Relations, published by Pergamon Press; the International and Intercultural Communication Annual now published by Sage; Journal of Cross-Cultural Psychology published by Sage and The Bridge: A Journal of Cross-Cultural Affairs published by the Center for Research and Education in Denver, Colorado. Recent high-quality texts in intercultural studies include Gudykunst and Kim (1984); Samover and Porter (1982, 3rd ed.) and Samover, Porter, and Jain (1981). Further book information is provided by The Bridge Bookstore, a pamphlet that can be obtained by writing The Bridge, 1800 Pontiac, Denver, Colorado 80220. Also of interest to intercultural scholars may be publications of the Intercultural Press Inc. located at 70 West Hubbard St., Chicago, Illinois 60610. Those seriously interested in intercultural education may be interested in affiliating with the Society for Intercultural Education, Training and Research located at Georgetown University in Washington, D.C.

The most popular simulation in the area of intercultural studies has been the BAFA-BAFA commercially marketed simulation game produced by Simile Inc., La Jolla, California. In this simulation a group (usually between twenty and thirty students) is divided into two seperate cultures an "Alpha" culture and a "Beta" culture. One culture (Alpha) represents a traditional culture with a strong emphasis on interpersonal relationships. The second culture (Beta) has a competitive trading orientation with a strong emphasis on achievement. Each "culture" develops certain norms and values within the cultural framework provided. The members of the two cultures later exchange "tourists" who are not instructed in the rules of the new culture. Instead they must learn the rules through direct observation and experience. This exercise takes about two to three hours and is amazingly effective in demonstrating common pitfalls and problems in intercultural relations.

The most valuable and important resources for intercultural communication studies are human resources however. In any university or urban environment there are a broad array of persons with intercultural experiences who can be utilized in an attempt to create an effective intercultural program. Guest speakers or discussants may include representatives of the Peace Corps or military organizations in addition to members of different cultural groups themselves. TESOL instructors, social workers, and business executives often also have considerable experience in working with members of diverse cultural groups. International students provide an obvious cultural resource for international programs and at most universities international student offices may help provide important contacts, materials, or even settings of appropriate intercultural workshops or other activities. Frequently, religious groups and major churches provide assistance in integrating immigrants into American culture. Such groups could provide important resources persons for international programs or important contacts with various immigrant groups. Finally, it is worth noting that many immigrant groups have social or economic organizations which provide support, assistance, or recreational outlets and such organizations may sponsor multicultural activities. Often "outsiders," are quite welcome at such events and they can provide a valuable learning experience for participants. Groups providing international dinners or films can help add an international flavor to one's experience.

ENHANCING INTERCULTURAL SKILLS

In addition to the BAFA-BAFA simulation a number of activities and experiences can be arranged to enhance intercultural communication skills. Perhaps the most important activities involve direct interaction skills with members of different cultural groups. This is important not only for an interpersonally oriented-communication skills course, but also for those concerned with improving basic language and pronunciation skills. Frequently specialized classes and learning laboratory situations for foreign students or immigrants fail to include the most important ingredient needed for skill development--meaningful intercultural contact. Meaningful interpersonal contact can provide a basis for continued and regular improvement of intercultural communication skills including language skills. It can be achieved initially through a orientation type workshop bringing people of different cultures together. At such sessions initial experiential games might be directed at simply increasing the amount of communication between members of different cultures. Popular games taught in interpersonal communication classes such as self disclosure exercises or "intimacy-game" programs may be provided with lists of forty or fifty questions to ask each other concerning their own background and experiences (samples of such materials may be obtained by writing the author). From these initial questions, a springboard may develop for further pursuit of cultural differences and issues.

Another useful experience for the type of workshop suggested here would be the "value-clarification type" exercises and experiences which help to provide a basis for cultural comparison of differences and similarities. Charting and ranking of important cultural goals by groups and then an overall discussion by the entire workshop group is often effective in this regard. Kays (1974) manual of communication activities, provides additional experiences that might be utilized in such a workshop.

In addition to the workshop type experience the structured interview with other cultures provides an excellent means of generating intercultural communication and international knowledge. In a classroom setting such an assignment could involve tape recorded interviews by each student of members of different cultures on questions decided on by members of the class. Such questions may center on male/female differences, nonverbal communication, communication styles and strategies, cultural values etc. Class discussion could then involve comparing responses of different cultural groups.

Role-playing can also be an effective means of enhancing intercultural communication skills and abilities. One effective type of communication experience using role-playing involves providing each participant with a description of verbal and nonverbal behaviors of a culture different from their own. No one else is the group is to be aware of the cultures to which other persons are assigned - they are only aware of the cultural role they are playing. Next participants are asked to break into dyads or triads (dyads in smaller groups and triads in larger ones). They then are told to interact in an imagined situation. Situations range from common requests (you want to obtain directions from your partner on how to best invest $500 or how to find the student union) to more complex situations (such as trying to obtain a "date" with the other persons to go to a party). After the interactions participants then attempt to determine the cultural group to which the other member belongs. This activity is particularly effective in developing intercultural sensitivity and empathy but it requires some preparation in selecting cultures, communication patterns, and of course, situations.

In addition to these experiences, direct "field trips" to intercultural events and videotaping and analysis of intercultural encounters can also be quite effective in developing intercultural skills. "Field trip" experience might involve trips to ethnic neighborhoods or visits to different types of religious services. Videotaping and analysis might include interpersonal public, or group encounters. Language behaviors and different communication patterns can be explored inductively from such a perspective. In addition to having participants analyze their own behavior, it is also sometimes useful to have members of the group as a whole examine and discuss one particular interaction sequence.

Finally, one of the most successful and rewarding types of intercultural learning experiences may be to simply hold an international party with members of different groups bringing food from their respective cultures. The informal and friendly atmosphere of a party situation provides the opportunity for interaction among different groups in a very supportive atmosphere. The results of such experience may be difficult to measure directly but the rewards of cultural enrichment sometimes are more attainable in this way than in traditional, formalized settings.

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BLENDING LIBERAL ARTS AND PROFESSIONAL EDUCATION
FOR THE
NON-TRADITIONAL STUDENT: A PROGRAM MODEL

Barbara W. Shank
and
Mary Ann Brenden

Abstract

This paper explores the relative advantages and disadvantages of liberal vs. professional education. Emphasis is placed on the merits derived from combining the two approaches. A program model which blends liberal and professional education is presented and discussed.

INTRODUCTION

In higher education circles, there has been considerable debate over the question of liberal vs. professional education. A liberal education is credited with preparing a person to consider and plan what he/she wants to accomplish in life. Liberal education focuses on competencies which are valuable in living the "good life" and for contributing significantly to society. Furthermore, liberally educated people are recognized as such by the way in which they think and act and by the values upon which their thinking and actions are based (Dressel, 1979). On the other hand, a professional education aims to equip the student with a specific body of knowledge, an identified set of values, and concrete skills all of which are to be marketed within certain predetermined roles. The graduate of a professional program is expected to be prepared to enter his/her field capable of competently practicing a repertoire of skills and having a keen understanding of the systems within which they practice.

Social expectations of higher education have changed dramatically in the last decade. There has been an alarming decrease in support for college programs that are not directly related to preparation for specific jobs, careers, or professions. The supporters of the liberal arts have been thrown on the defensive and been called upon to justify the benefits of a liberal education. With a few exceptions, they have responded with the 'old time religion' about the wonderful virtues of the liberal arts -- a response which has not made a dent in the public's appreciation of the need for this kind of education (Edgerton, 1978). Despite this criticism, the

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Barbara W. Shank is Chairwoman of and Assistant Professor in the Department of Social Work at the Colleges of St. Catherine and St. Thomas, St. Paul, Minnesota.

Mary Ann Brenden is an Assistant Professor in the Department of Social Work at the Colleges of St. Catherine and St. Thomas, St. Paul, Minnesota.

supporters of liberal education continue to emphasize that the traditional liberal arts must remain an integral part of American higher education. Professional disciplines are constantly criticized for their narrow focus and emphasis on vocational training. Individuals emerging with a professional degree are considered unadaptable and inflexible.

A liberal arts education is certainly not the sole function of higher education, and in fact, may not be the most important one. In recent years, there has been an increased emphasis on the professional preparation function of college and university programs. The pressures and projections of the labor market regarding skill requirements and occupational needs affect course and curricular development and the allocation of increasingly scarce resources to competing programs. Despite the lofty ideals attached to a liberal education, more and more students are questioning its value. Many see a liberal education as preparation for nothing in particular and therefore an unmarketable undertaking. This view is being reinforced in the labor market by some employers who view liberal arts graduates as ill-prepared generalists rather than well-rounded and adaptable individuals.

It is evident that both liberal and professional educations have something of vital importance to offer. A resolution to this debate lies in the blending of the two approaches. Students educated both in the liberal arts and in a specific major or profession are better educated and more fully-rounded than a student who has experienced only one of the two approaches.

A PROGRAM MODEL BLENDING LIBERAL ARTS AND PROFESSIONAL EDUCATION FOR THE NON-TRADITIONAL STUDENT

The College of St. Catherine, a private women's college in St. Paul, Minnesota, offers its students opportunities for both liberal and professional education. The College purports that a "liberal education helps students achieve freedom through knowledge, ... satisfies wonder which seeks to know 'why', ... (and) develops the intellectual skills and discipline needed in learning and living" (St. Catherine's, 1982). While the College requires each student to complete a liberal arts core, it also offers students a variety of professional fields. The professional majors enable students to acquire concrete abilities and skills which are directly related to effective performance in various but prescribed roles in the world of work. The emphasis on blending the liberal arts and the professions in the education of a majority of the students enables the College to make a unique contribution to the community (St. Catherine's, 1982). This double emphasis also opens avenues through which the total educational experience of the graduates may effect desirable social change.

In 1979 the College of St. Catherine began its Weekend College program. The program was developed as a result of the College's recognition that today's women are increasingly career-oriented. Weekend College offers non-traditional students the opportunity to earn a college degree in four years by attending classes every other weekend from early September through June. Weekend College is designed for a variety of women of all ages and backgrounds:

- women with the interest and energy to pursue serious academic study but whose work or family responsibilities make it impossible for them to attend weekday or evening classes;
- women who want the learning opportunities and certification to advance in a career which only a college education provides;
- women capable of self-directed study who desire an atmosphere that fosters intellectual exchange and sharing (Weekend College, 1983).

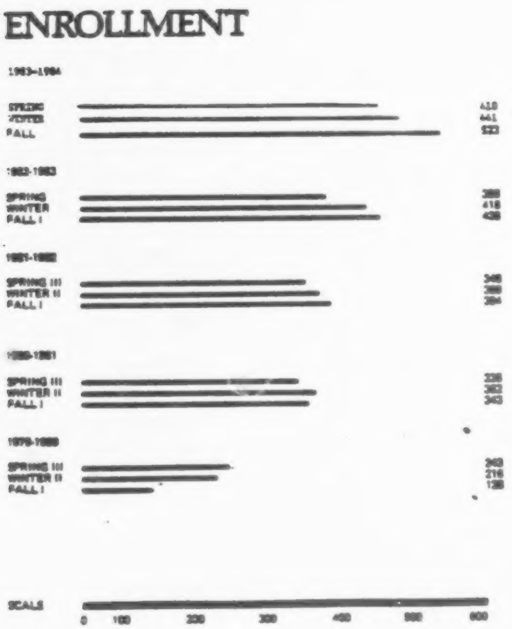
Students ranging in age from 18 to 63 years attend Weekend College with the median age being 31 years. Students' previous involvement in formal education ranges from less than one year to 41 years with a median of five years leave from school. Approximately one-fourth of the students have had no previous college experience. Most students are employed with 25% employed in secretarial/clerical positions. Most students have children. Twenty-nine percent of the students are single.

The enrollment of Weekend College at its inception in 1979 was 128 students. The Enrollment Chart illustrates the significant growth the program has experienced since its beginning. Most recent figures indicate that Weekend College has more than tripled in size during its five years of operation.

Weekend College offers the same blend of liberal arts disciplines and professional education that characterizes the College's weekday offerings. The degree earned (B.A.) in Weekend College is the same as the degree earned in day school since the same faculty prepare, certify, and teach all Weekend courses. The liberal arts core requirements, which provide a broad-based entry into a field of specialization, are the same for weekday and weekend students. These courses expose students to a broad perspective of human knowledge and a framework in which to view and integrate their specialty. The Majors Chart identifies the various majors and the distribution of the Weekend student body across those majors.

The scheduling format of Weekend College is another aspect of the program's non-traditional nature. The annual academic calendar is divided into trimesters. In each trimester, classes are scheduled for alternate weekends on Friday evenings, Saturday and Sunday mornings and Saturday and Sunday afternoons. Each class meets for a total of three and a half hours per weekend. Each course is worth four semester credits. Students may take one, two or three classes each trimester.

Because in-class time for weekend classes is less than that of the traditional college program, assignments demand extensive independent work. Courses are accompanied by fully descriptive syllabi, reading lists, study questions and/or study guides to assist the student in preparing for class sessions.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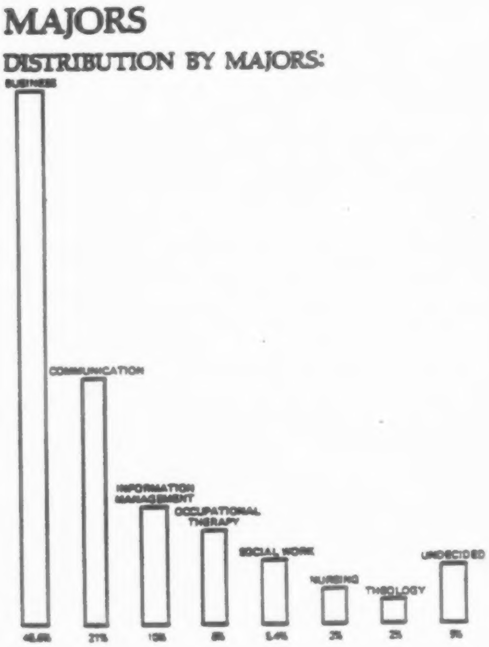
MAJORS

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THE CURRICULUM

Graduation Requirements

In addition to the liberal arts core requirements, each student selects a major area of study. A candidate for a degree must complete 32 courses (128 trimester hours). All the liberal arts core requirements must be completed, as well as all requirements for at least one major field. Students must complete a minimum of 20 courses (80 trimester credits) in fields outside their major in order to be eligible for a degree. A departmental major consists of not less than seven nor more than 10 courses required in the department. Students may also plan a special major involving work in two or more departments. Each student is assigned a faculty advisor in her major department. A concerted effort is made by the advisor to assist the student in designing an academic plan which optimizes the blending of liberal and major courses with the student's own life and career goals in mind. Students are encouraged to incorporate a breadth of course offerings outside their major in order to design an academic plan which is broadening and indeed liberal.

Liberal Arts Core Requirements

All students are required to choose their core courses within the following framework:

- History and social science -- two courses: one in history and one in the social sciences (economics, psychology, sociology).
- Literature and fine arts -- two courses: one in literature and one in fine arts (art, humanities, music and communication/theater).
- Mathematics and laboratory science -- two courses, to be distributed as desired.
- Philosophy and theology -- four courses, at least one in each field.
- Foreign language -- completion of second semester intermediate language or its equivalent.
- To graduate, students must also fulfill the physical education and the writing proficiency requirements.

A Professional Major - Social Work

The Social Work major is an example of how professional majors in Weekend College build upon the foundation of the liberal arts core requirements.

Accredited by the Council on Social Work Education, this major prepares students for a variety of professional positions requiring a bachelor of social work degree. Its theoretical, practice-oriented and personal growth components are designed to foster individual growth and skill development in meeting the needs of individuals, groups, and the community.

The combination of the liberal arts framework and the professional social work curriculum integrates academic and experiential learning, promotes responsibility for continuing growth both as a person and as a professional and assists the student in developing a value system which reflects personal and professional integrity.

The required courses within the social work major are:

SW 281	Introduction to Social Work Services
SW 355	Communication and Interviewing Skills
SW 385	Group Work: Theory and Practice
SW 391	Social Policy for Social Change
SW 401	Social Work Practice I
SW 402	Social Work Practice II
SW 405	Senior Fieldwork in the Social Services (P/NC)
SW 478	Senior Fieldwork Experiential Learning (required) (P/NC)
SW 475	Junior Fieldwork Experiential Learning (½ credit or no credit)
SW 476	Junior Fieldwork Experiential Learning (½ credit or no credit) (P/NC) or register for SW 478 for one course credit

Fieldwork experiences provide practical learning in social work agencies, institutions, and/or departments to complement the student's academic work and to allow the opportunity to apply theory to real work situations.

Junior Year - Two trimesters of seven to ten hours per week and on-campus discussion groups (total of 200 hours)
Senior Year - Forty hours of training and orientation during Trimester I and 15-20 hours of fieldwork per week during Trimesters II and III (total of 400 hours) and on-campus discussion groups.

The supporting course work required is:

SO 100	Principles and Concepts of Sociology
SO 210	Social Research Methods
PS 111	General Psychology
PS 202	Developmental Psychology
	Two social science courses

CONCLUSION

The enrollment increases in Weekend College reflect the positive evaluation that the program receives from students, faculty, administration and the community. Non-traditional students are increasingly demanding high quality educational programs offered in a non-traditional format. These students specifically cite time frame, program design and curriculum structure as unique and positive characteristics. The continually growing demand for the Weekend College program also confirms the community's interest in an educational program which combines the liberal arts with professional majors. The blending of the two approaches is one effort to find an appropriate balance between skill-oriented career preparation and the development of intellectual skills and disciplines needed in learning and living. The Weekend College program demonstrates that blending liberal arts with professional education can produce well-rounded graduates who have concrete, marketable skills.

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DEVELOPING COMMUNITY RECREATION AND FITNESS CAREER CONCENTRATIONS FOR NON-TRADITIONAL STUDENTS

William J. Sproule, D.Ed.

Abstract

The Bloomsburg University Community Recreation Leadership Certification provides an opportunity for the non-traditional student to receive career training in wellness and physical fitness fields. Candidates fulfill competency based objectives in six separate areas. Undergraduates who enroll also participate in an internship program.

The internship provides students with an opportunity for experience with adult groups, and is usually associated with the B.U. Adult Fitness and Recreation Center. The Center exists for adults in the community, has the advantage of enhancing college-community relationships, and is advantageous to both the institution and the membership.

Enrollment in the Center provides a number of services. These include unstructured recreational opportunities in pools and exercise rooms, as well as highly structured fitness courses that offer individual fitness prescriptions. Wellness seminars assess risk factors, provide health information and referrals, and offer a variety of preventive health opportunities. A cardio-vascular rehabilition program is currently being established.

The combined Fitness Center and Certification program serve to provide positive approaches to the improvement of health and life-styles, as well as career opportunities, for the non-traditional students. The institution benefits through enhanced town-gown relationships, Fitness Center memberships, and affiliations with local medical centers.

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[1] Dr. William J. Sproule is the Director of the Adult Fitness and Recreation Center and Assistant Chair of Physical Education at Bloomsburg University, Bloomsburg, Pennsylvania.

INTRODUCTION

Based upon the development of Career Concentrations and parallel Certificate Programs that are integrated with non-traditional students, a program in Adult Recreational Leadership is presented as an extention of previously described models. This paper describes the nature of the Career Concentration, and the Community Recreation Leader Career Concentration and Certificate programs. The development of the Adult Fitness and Recreation Center is examined, along with the recreation and fitness internships available in the Center through the certificate programs.

CAREER CONCENTRATIONS

Career concentrations were created as multidisciplinary programs primarily intended to enhance the professional entry and mobility opportunities of graduating students. Although concentrations require approximately the same number of credit hours as a minor, the career concentration differs in that it is a study across disciplines while a minor is centered within a single area of study.

An important aspect of the career concentration is that the design is such that a degree student is capable of completing the concentration within or close to the current graduation credit requirements; few additional courses generally need be taken. This is accomplished by taking care to structure the competency requirements so that they can be fulfilled by completing courses that are also applicable to the institutional general education graduation requirements. Scheduling a career concentration thus becomes a matter of early planning and careful advisement.

The Community Recreation Leadership Career Concentration

The Community Recreation Leadership Career Concentration provides an opportunity for the non-traditional student to receive training and develop career opportunities that result from the current national interest in wellness and physical fitness. The concentration is structured to prepare students for a variety of group-leadership roles in community recreation. Employment might be as a YMCA-YWCA Leader, Resort Activity Director, Health Spa Leader, Outdoor Recreation or Education Leader, and so forth.

The student and advisor determine the courses which fulfill the requirements in six separate competency areas. These include:

1) Oral and written communication skills;
2) Understanding human development;
3) Organization and community dynamics;
4) Community problem solving skills;
5) Planning and Evaluation Skills;
6) Understanding of personal, professional, and institutional conflicts and ethical issues.

The career concentration also requires a 6-12 credit internship, which includes a weekly seminar. The internship provides students with an opportunity for experience with adult groups, and are conducted in a manner that is similar to normal student teaching requirements. Internships are usually associated with the Adult Fitness and Recreation Center, described below.

THE CERTIFICATE PROGRAM

The certificate program is a parallel to the career concentration, but is primarily intended for the non-degree student.

The Community Recreation Leader Certificate Program

The institution offers a Certificate to non-degree students as Community Recreation Leaders upon fulfillment of a program with competencies that are identical to the Community Recreation Leadership Career Concentration. The only major difference in these offerings is that the internship and accompanying seminar are not required in the certificate program.

THE B.U. ADULT FITNESS AND RECREATION CENTER

Internships described above are usually associated with the Adult Fitness and Recreation Center. The Center was developed for adults in the community to engage in fitness and recreational activities, and has the advantage of greatly enhancing university-community relationships. The primary purposes of the organization are:

1) To provide both the motivation and opportunity for adults to engage in fitness-type activities;

2) To provide for closer Town-Gown relationships by making fitness and recreational opportunities available to local clientele;

3) To establish closer ties with local medical organizations and assist in the rehabilitation process of certain patients;

4) To enhance the institutional capability to provide a wellness approach to the improvement of health and life-style.

Menbership in the Center provides a number of services. These include unstructured recreational opportunities in gymnasiums, swimming pools, exercise rooms, and running tracks. Highly structured fitness courses, that offer fitness and exercise prescriptions to both individuals and adult groups are also available.

Wellness seminars have been developed that assess risk factors, contain health information such as improving body functions, fitness, nutrition, weight control, stress, behavior modification, smoking cessation, prevention, and finding medical assistance. A long-range approach to these seminars is to expand them to a clinical or conference status, and eventually present them in other geographic areas that are within the institutional sphere of influence.

A cardio-vascular rehabilitation program, in a cooperative effort with local medical organizations, is currently being established. This education and exercise program for patients with a history of cardiovascular events, with appropriate third-party compensation, is a feasible and beneficial consideration.

The Center has had the additional benefit of providing an internship opportunity for those students who take advantage of the Community Recreation Leader Career Concentration as described above. Students in Nursing, Health Care, Physiology, and Psychology will also benefit from exposure to the Center's enviornment.

The combined Fitness Center and Community Recreation Leadership Career Concentration and Certificate Programs serve to provide positive approaches to the improvement of health and life-style for non-traditional students, as well as additional career oportunities. The institution benefits

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through both enhanced town-gown relationships, Fitness Center memberships, and the affiliations with local medical centers.

Quality Control Design: Matrix and DELTA Charting for Success

Marion Stanton
Andrew C. Jones

The Sojourner-Douglass College program is reaching to meet the challenge of needs of the community, institutions, agencies, and the business sector, which are not met, to a very large extent, in "traditional" programs. The program, therefore, becomes a most vital necessity in this highly mobilized and technological society. Sojourner-Douglass College attracts, for the most part, learners who have experience in their particular areas of major, who are coming into the academic setting to sharpen the theoretical base of their learning, while, in many instances, developing functional life/job survival skills.

Students recruited for the Sojourner-Douglass College program are independent adults, assuming responsibility for conducting their lives. This assumption of responsibility involves not only work experience, but an ability to function within the current social and political context while developing their creative interests. What is important for the College in admitting the student into a degree program are such factors as the experiences he has had, the use he had made of his experiences and his expectation of himself and the College.

The College's expectations of the student's academic performance should parrallel the expectations held for any undergraduate student. These expectations consist of the student's demonstration of a spirit of inquiry, a deep concern and motivation for problem solving, some self-perception, and a good deal of personal commitment. When the student who is attracted to non-traditional programs begins the attempt to select a college to meet his needs, he confronts a major question relating to such programs: How to determine educational quality and integrity? The question stems primarily from the absence of clearly stated and/or publicized measures of quality control, and this, unfortunately, has lead to a view of diminished validity for non-traditional programs. In the following pages an attempt will be made to outline the necessary quality control measures and their relationship to one another and to the degree. Quality control permeates the total program; the structure, the process, and the product.

It is generally assumed that "traditional" programs, particularly if they are accredited, meet "quality" standards and that "non-traditional" programs lack this level of quality or academic excellence. This presumption is primarily based on data resulting from using methods of evaluating traditional programs to evaluate "non-traditional" programs.

A non-traditional program demands a system of quality control methods and processes (evaluation) which is appropriate and congruent to the idea of the non-traditional degree and academic excellence.

Quality control implies a set of behaviors and operations which insure the optimum standard of process and product as defined by any given program. This implication carries with it an expectation that program goals and objectives (the program's intent) are communicated explicitly, publicly, and institutionally.

Quality Control Structure And Process

A specific and coherent statement of program objectives through degree requirements is the first and necessary component in structuring a system of quality control. A system of quality control includes an internal academic review committee,[1] an external academic review committee, and a standards file. This structure establishes the means by which the processes of program evaluation and development are continuous. As stated above, this structure has as its base the program's published degree requirements, including the mission, goals and objectives. The primary concerns of this structure are, "Is the program doing what it says it does?" and "How is the program doing what it says it does?" There questions are responded to by examination of the program's complete academic operations; its curriculm, faculty teaching/learning methodologies, e.g., learning modules, seminars, orientation, independent study, life learning documentation, practica, and student products.

In terms of process, the IARC is responsible for initiating quality assurance measures through program monitoring and evaluation. These measures include processes for selecting and training faculty, designing and assessing curriculum, and developing and assessing learning resources and supportive services. The IARC provides input into and receives feedback from the external academic review committee.

It is important to remember that the IARC is: (1) an integral part of an academic program; (2) operational from the onset of a program; and (3) responsible for continuous input into the program through monitoring and evaluating program operations, student records, curriculum, and faculty.

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[1] This Committee is composed of students, interdisciplinary faculty members, the registrar, an administrative person representing the dean's and/or provost office.

Internal Academic Review Committee At Student Entrance

At this point, the IARC has as its responsibility assessment of:

Admissions Applications
Student Entrance Records
Student - through individual interviews
or structured group interactions

Here, the IARC is involved in interpreting academic policy and defining, through practice, the program's degree requirements, mission, goals and objectives. Through this process, the committee responds to questions similar to those listed below:

-Has the applicant met program prerequisites?
-Does his transcript reflect strength and/or weaknesses in any set of subject areas?
-Can the applicant use his strengths in the program?
-Can he resolve his weaknesses?

Implicit in this set of questions is a consideration of the applicant through his personal expression of self as well as through an assessment of his academic records. This allows the IARC to make decisions regarding admissions based on a holistic assessment of the applicant's entering repertiore.

Internal Academic Review Committee At Interim

Interim is defined as the period between entrance and graduation. During this period, the IARC is responsible for assessing, through interpretation of academic policy and degree requirements:

1. Program Operation
2. Curriculum
3. Faculty Performance
4. Student Progress/Products

Program operations concern itself with the overall functions of the program:

-Are students and faculty oriented to program procedures?
-Are the counseling and advising components in place and functioning?
-Are students and faculty making maximum use of external learning resources, e.g., employment sites, community, (including businesses and agencies sympathetic to and capable of lending resources to the academic program, where needed)?
-Are program procedures being followed?

The set of questions above is not inclusive, and indeed, response to them generates numerous other valid and important questions demanding response.

In reviewing curriculum, the Committee is primarily concerned with course content and its relationship to the student's program and Sojourner-Douglass College's goals, objectives, and mission. The Committee asks questions such as:

-Is the course in keeping with overall program philosophy, mission, goals and objectives?
-What specific competencies/knowledge does the course develop?
-Will the course do what its description say it will do?
-Does the course reflect college level expectation?
-Is the work required for the course "manageable" (for student and faculty) in the time period (trimester) schedule?
-What relationship exists between courses offered?

Faculty performance has an obvious tie to curriculum and program operations, and faculty is reviewed and assessed in terms of questions similar to the following:

-Does the faculty person operate within the guidelines as established by academic policy?
-Has faculty planned and negotiated the degree contract with the student?
-Does faculty have actual, regular contact with students?
-Is the evaluation of students substantive and instructive?
-Does faculty, with students, coordinate program and extra program resources?
-Is faculty responsive to the individual student's needs?
-Does faculty establish, and continues, a system of communications with the student?

The value of communication in a non-traditional program cannot be overemphasized. It becomes the student's link with/ and lifeline to the program, providing the vehicle for transmitting updated program information and input into the student's individual course of study.

The evidences of the three items discussed above are reflected in student records and it is through the examination and evaluation of these files that many of the answers to the questions asked above are determined. The Committee, in determining student progress - quantitatively through a credit count and qualitatively through an examination of products, begins the development of a standards file. A standards file is a collection of students' products, e.g., artifacts research papers, theses, publications, students' journals and logs, tapes (video and audio), film, etc., representing a range of acceptable work as identified by faculty. Each faculty member is expected to supply materials for each of his courses, or modules and/ or areas of independent studies each academic year. In the standards file, the student's work will reflect competencies in communication (oral verbal, creative expressive non-verbal), quantitative expression, analytical abilities, historical appreciation and philosophical perspective and the application of scientific method.

The standards file becomes a component of the quality control structure and states, by example, the range of excellence acceptable to the program. In examining student files, the Committee may have, as a base, questions similar to these:

- -Does the student have on file an active degree plan?
- -Does the student's progress and products justify continuance in the program?
- -Has the student, through advice and counseling, made use of the program resources?
- -Has the student's study been accurately and currently recorded?
- -Does the student's project indicate the student's need for support services?
- -Is the student's evaluation of self and product substantive and instructive?

During the interim, the Committee uses the academic policy as the yardstick for assessing program operations. Policy statements and recommendations on the overall academic program and individual student programs are generated by the IARC and communicated to the appropriate persons (students, faculty and advisors).

Internal Academic Review Committee At Exit

Recommendations for graduation must generate from the IARC and be forwarded in writing, to the appropriate persons (student, faculty, dean). The IARC's function regarding exiting students follows the interim process, but the primary focus is a thorough check of each individual student file to ascertain his readiness for graduation.

External Academic Review Committee

The external academic review committee is supportive of the IARC. The main difference in these two structures is in the make-up. The EARC is established administratively as an outside quality control mechanism. Its function is to provide technical assistance to the program. In doing so, it examines curriculum, operational policies, and makes recommendations to the administrator that are conductive to strengthening the effectiveness of the total program.

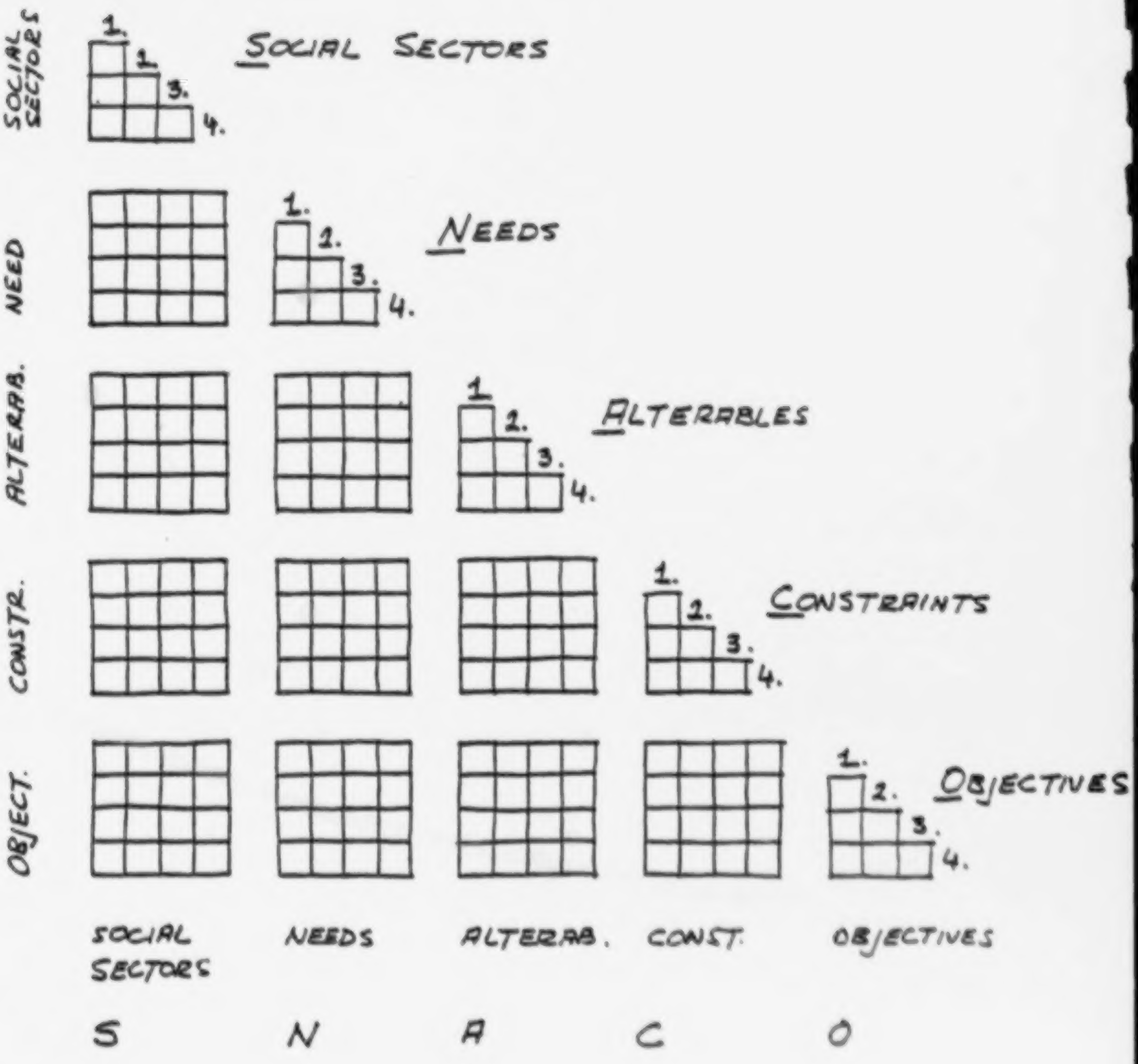
EARC members consist of program administrators, representatives of external organizations and/or agencies, and educational institutions. This committee meets collectively at least once a year.

A suggested charge for the external academic review committee is as follows:

> To conduct an overall evaluation of the program by analyzing its:
>
> a. published materials, i.e., catalogue, brochures
> b. faculty profiles
> c. Curriculum
> d. student profiles
> e. standards file
> f. student records

One way to examine the complete academic operation, or for that matter any managerial operation, is through the use of DELTA charting and matrixing. These tools, developed by the engineering discipline, allow for a comprehensive analysis of an operation from the environment in which it resides to the discrete tasks of individuals within specific units of an operation. The use of the DELTA chart allows for the delineation of logical, developmental steps necessary in order to place the system of analysis in motion. Concomitantly, the matrix identifies key variables and/or actors which must be considered to validate the process, isolate contingencies and project probable outcomes.

Operationally, the quality control process is ongoing, time consuming, and absolutely necessary. This evaluation is viewed as a beginning, rather than an ending process, and maximizes the potential for program growth and development.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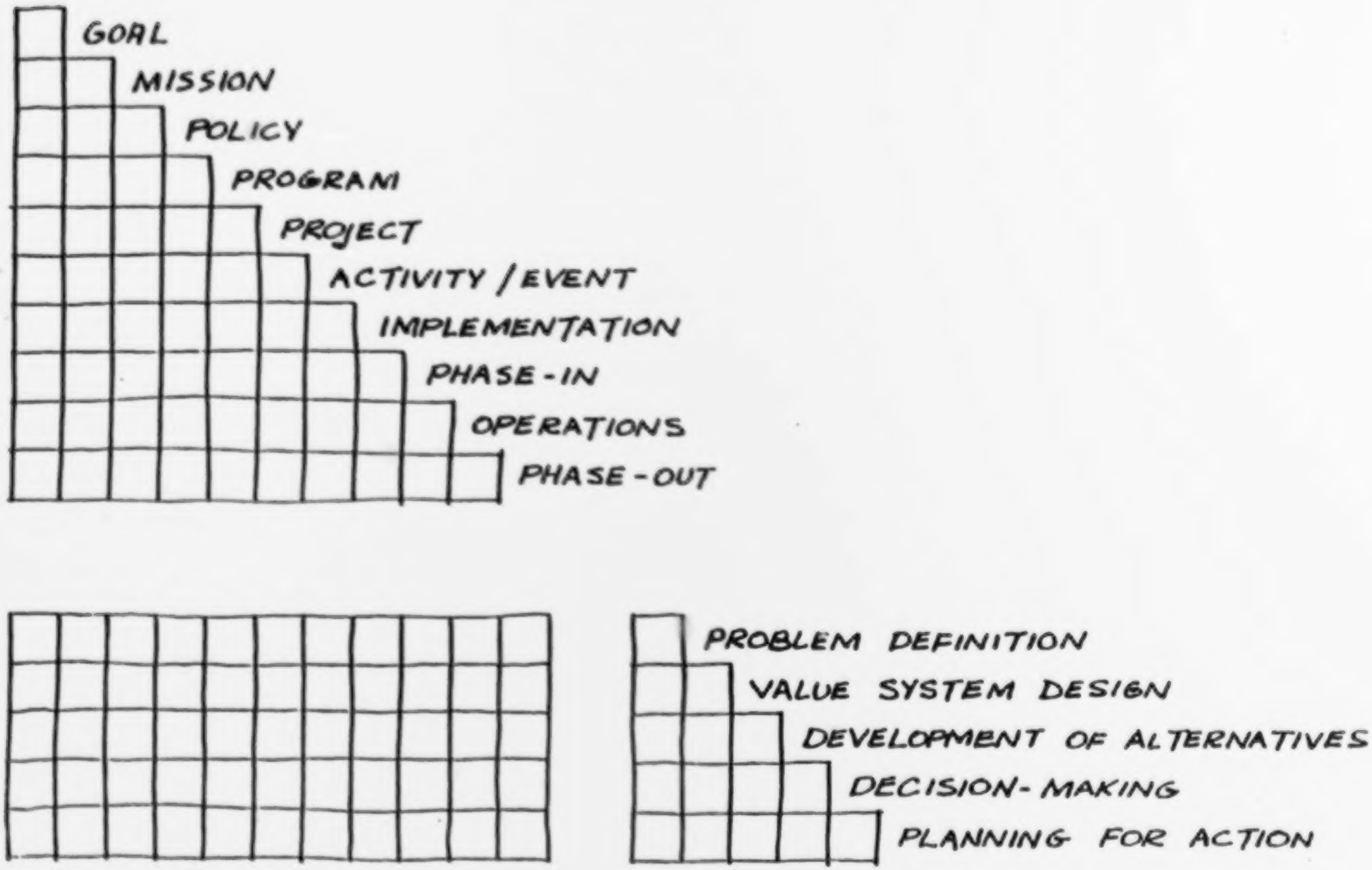
VALUE SYSTEM DESIGN LINKAGES

(Pollowy, Toliver 1984)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DEVELOPMENT OF ALTERNATIVES
DECISION-MAKING
PLANNING FOR ACTION

THE UNIFIED PLANNING SYSTEM FRAMEWORK

(Pollowy, Toliver 1984)

THE DEVELOPMENT OF NON-TRADITIONAL PROGRAMS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE: THE THEMATIC STUDIES PROGRAMS

Jon Christian Suggs[1]

Abstract

John Jay College of Criminal Justice (CUNY) offers eleven majors in the areas of crimnal justice and fire science. It runs several masters programs and a doctoral program in criminal justice. Of the eleven bachelor degree programs, five are "interdisciplinary." Within this somewhat non-traditional context, the Interdepartment of Thematic Studies has developed and administered multidisciplinary alternative programs focusing on liberal arts applications to criminal and social justice/policy issues. A description of this department provides an expository structure through which some specific concerns in non-traditional educational philosophy and practice may be addressed: paradigms for liberal studies applications in technological/"professional" academic contexts; pedagogic innovation and institutional change; the relevance of interdisciplinary course structures to remediation; non-traditional rigidity; the impact of non-traditional programs on traditional courses in the college.

INTRODUCTION

Since its creation in 1964 as a four-year college within the City University of New York, John Jay College of Criminal Justice has, of necessity, been engaged in the development of non-traditional programs in higher education. The necessity rises out of the mission of the college: to constitute itself as a college of liberal arts with an emphasis on the preparation of humanistically educated practitioners and scholars in the field of criminal justice. The challenge of integrating liberal studies with professional education is nonetheless considerable for its familiarity. At John Jay the challenge has been complicated by two complementary issues, the fact that "criminal justice" does not exist as a distinct academic or conceptual enterprise and the general sense abroad in the land that the "criminal justice system" is the least influenced by the axioms and assumptions of humanist inquiry of any of the systems of our ideological infrastructure.

The college has attempted to confront these complications by proceeding on the bases of two assumptions: 1) that criminal justice education is an interdisciplinary enterprise and 2) that the ground for all criminal justice education must be a traditional liberal arts curriculum at the lower college level. Consequently, students at the college meet a recognizable array of introductory courses: world history and literature, philosophy, art history, the physical sciences, mathematics, cultural/ethnic studies and the social sciences. From this ground they are expected to move to the specialization of one of the eleven majors, each of which crosses some disciplinary boundaries in its progress and five of which are structurally and conceptually interdisciplinary, taught by various faculties and administered by committees on which the participating departments are represented.

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[1] Jon Christian Suggs is Associate Professor of English and Chair, Interdepartment of Thematic Studies, John Jay College.

A partial listing of the majors (Criminal Justice, Forensic Psychology, Government and Public Administration, Deviant Behavior and Social Control, Criminal Justice Administration and Planning) is sufficient to indicate that their interdisciplinarity does not readily admit to the inclusion of much course work in the humanities; in fact, the curricular issue with the longest tenure at John Jay is that of the integration of the humanities into the major fields of study. A model for the resolution of that issue has evolved at the college in a set of non-degree granting, multidisciplinary programs offered through the Interdepartment of Thematic Studies. However, in their designs, these programs diverge from the "traditional" ideas about interdisciplinary education as they are applied at the college and so, while they have developed over twelve years, they remain complementary to the major programs.

THE THEMATIC STUDIES PROGRAMS

Institutional History and Current Status

The programs began in the Fall of 1972 as The Thematic Studies Program, an alternative educational experiment designed by four John Jay faculty, Arthur Pfeffer, Israel Gerver, Martin Weitzner and Richard Greenbaum, and funded by National Endowment for the Humanities grant ED-6296-72-248. In subsequent years, prior to 1975, additional funds were provided by the Exxon Corporation and the Educational Foundation of America. Professor Pfeffer was the first Coordinator of the Program and in 1975, when the grants expired and the college created a department to house the programs that had grown out of the experiment, he was named its first Chair.

The basic legislation that created the department still defines it, with one exception that will be noted below. The department was designated the Interdepartment of Thematic Studies to indicate that its faculty consists of members of the instructional staff on loan from other departments wherein are housed their specific budget lines. The department has no permanent personnel except a secretary and a Director of Programs who is a Higher Education Assistant (a CUNY designation for a category of non-faculty instructional staff). The college is committed to provide the department with up to thirty faculty should the number of programs warrant and from those faculty the Chair and coordinators of the specific programs are chosen annually. There are two programs being offered at the present and they are staffed by eleven full-time faculty and five adjuncts. The department is repremented on all college committees and in all of its deliberative bodies, with vote, without exception. (The original act of creation had left the department unenfranchised in the Personnel Committee but that condition was reversed in Spring, 1984.) As will become evident, the institutional support implicit in these conditions is fundamental to the ability of the programs to provide the alternatives envisioned and developed during the grant period.

Descriptions of the Programs

1. Structural. The two programs currently offered have different evolutionary histories as far as substance is concerned but exhibit a considerable degree of consistency in their structural development since the early 1970s. At the centers of both designs are four basic course structures and the thematic concept which they support. The thematic concept requires that each year's work be planned far enough in advance to allow a complex of courses to be designed in response to a central theme, in the case of the Freshman year, for example, that of "Exceptionality, Deviance and Conformity." Faculty from various academic disciplines (History, Literature, Psychology, Anthropology, Theatre, Police Science, in the Freshman program) design courses of four types that will bring their specialties, singly and in combination, to bear on the theme:

A. The Theme Lecture. A course required of all the students in which 14 significant issues related to the theme are raised from the several academic perspectives represented by the faculty. All of the full-time faculty team-teach the single section of this introduction to the theme. Thus, a section of 100 students will be team-taught, once a week, by five faculty from the humanities and the "soft" social sciences. The class period, like all class periods in both programs with the exceptions of the Freshan writing courses, is two and one-half hours long.

B. The Interdisciplinary Seminar. These courses are team-taught by faculty from separate disciplines. They are designed to reflect some specification of the theme which admits to approaches from diverse perspectives. The students, some 30 to 35 in number, may select credit from either of the disciplines represented.

C. The Disciplinary Seminar. Like the previous courses described, this course offers three semester credits, but does so through a more traditional single-discipline approach to the general theme. In these courses, the enrollment is kept small, around twenty.

D. Independent Study/Internships. Students in either program may choose between two types of independent study (a tutorial research project or a more self-initiated "creative" project) or an internship in a public or private social service or cultural agency.

An ideal-typical package for a full-time student in either of the programs would consist of five courses (15 credits): the Theme Lecture, two Interdisciplinary Seminars, one Disciplinary Seminar and an Internship. For Freshmen, this is often amended to include the required writing course by dropping one of the IDS. This structure is the source of one of the major strengths of the Programs, the reinforcing effect of cross-enrollment on skills aquisition and the valorization of intellectual inquiry. Students fully enrolled in the programs are met at every juncture by colleagues and concepts with which they have spent the previous academic day and with whom they intend to spend the rest of the academic year. Questions raised in the Theme Lecture are encountered again in their seminars and internships; conclusions hinted at in one seminar are challenged in the next and declared in the Theme Lecture to the approval or dismay of fellows who have not encountered that particular approach in their own seminar in History/Anthropology and would not suspect that a psychological answer could be relevant to the issue at hand.

In such a context the reinforcememnt of skills development is virtually automatic. Given the nature of the course structures, multiple-choice/fill-in-the-blanks/true-false exams are totally inadequate mechanisms for eliciting useful student responses to the material. The programs require lengthy written responses in each course in the forms of essays on the occasions of specific topics and take-home exams that demand a synthesizing approach to the semester's experience. No short-answer exams are given. Freshmen are further reinforced in their writing by having the assignments in their composition courses parallel those emerging from the discussions, films, lectures and field visits of the Theme Lecture.

Implicit in the description of the structure so far are two assumptions that should be made visible: a) that the college will absorb the cost of having two to five faculty members each claim three credit-hours of teaching for the same interdisciplinary course; b) that credits generated by students in a course in the programs are the same as or equivalent to credits in the same disciplines in the traditional departments.These assumptions are made operational through two agreements. The first is legislated in the College action to create the Interdepartment in 1975. After three years of experience under the grant criteria, the programs were submitted to the College Council in a motion to absorb the operating costs as described above, specifically by agreeing to staff the programs with up to thirty faculty. The College's committment to that original motion translates in practice into its continuing recognition of the validity of this type of interdisciplinary practice through vesting virtually complete control of scheduling and credit distribution in the Programs in the office of the Interdepartment. The second agreement is really a set of negotiated agreements with concerned departments and "majors" committees that allow the programs to offer courses of their own designs as equivalents to courses in similar areas of inquiry in the college. Consequently, Thematic Studies courses currently meet all requirements for "distribution" courses except in the sciences, math and languages and may be taken for credit toward fulfilling major requirements for up to one-third of the total requirements for most majors. These agreements must be renegotiated periodically, as new majors are introduced and old majors are revised.

2. Substantial. Course A, the Freshman theme, and Course B, for all students with over 24 credit hours, are substantially different for all their structural similarity.

A. Course A: Deviance, Exceptionality and Conformity is a course for incoming and second-semester freshmen.Students may spend only one year in Course A, but they may enter in the fall or spring semester. "A" attempts to introduce students to some underlying assumptions in our culure and others about the concepts of sameness and difference and attempts to address the practical problems of skills development and remediation at the same time. The appeal of these concepts to young people should be obvious and in practice the students are motivated in the first instance by their particular fears and enthusiasms for this first year's experience in a world quite different from that of the school system they have just left. But beyond the narcissistic appeal of the theme lies another, institutional concern. "A" is also intended to lay the groundwork for an understanding of the nature and functions of law and the complex matrix of social, intellectual, emotionall and material forces out of which our attempts to define "justice" in its several senses emerge.

These conceptual and developmental agenda are pursued through such courses as "Behind the Mask" (Theatre), in which the class uses improvisation, theatre games and selected plays to question the sources and stabilitry of personal identity. In "The Outsider" (Literature/Anthropology), students examine texts that reveal people who feel "different" by virtue of their ethnic or gender identity, poverty, insanity, illness or anomie. Some students will select "Social Control and the Police," in which they will trace the development of the policing function in society by asking what mechanisms emerged when societies, confronted by ethnic strife, political corruption and deplorable social conditions, began to rely on the police to maintain public order. An historian and a psychologist will offer "A Psycho-History of Deviance and Conformity" in order to discuss sexual identity, the life cycle, the family and historical change and emotional disturbance.

There are five other courses in "A," complemented by five sections of writing courses, two of those at the remedial level. The principle behind teaching writing in the Programs is to make everyone responsible for it. Therefore, it seemed sensible, in 1979, to link the "matter" of the formally required writing courses with that of the theme itself, since students were already being held accountable for their language skills in the "content" courses. Since then, "A" has worked toward a closer integration of the writing courses to the theme primarily through the writing assignments in the Theme Lecture. The match is not a perfect one, but the results seem heartening. (Because the Interdepartment lacks the resources for a statistical study, both longitudinal and latitudinal [that is, with traditional composition courses in the college at large], the history of this part of the programs is anecdotal.) The pass rate, in the composition courses and including remediating students, has increased from 50% to over 80%. Students complain about the amount of work, but they seem to complete it sucessfully. When students leave "A" and move to the traditional college rather than to Course B, they usually give the amount of written work required in "A" as the reason. Nevertheless, most feel that the year's work in "A" gives them an advantage over students in the traditional college who have not spent time in Thematic Studies.

B. Course B: Topics in Criminal Justice currently consists of two alternating themes: Crime, Urbanism and the Criminal Justice System and Civil Rights, Civil Liberties and the Criminal Justice System. These themes are resdesigned yearly as faculty participation in the programs change. Still, the purpose of this "upper-college" course remains constant: to examine slelected underlying assumptions and phenomena central to the operations of the criminal justice system from the perspectives of the humanities, methodologically and conceptually. Unlike the theme of exceptionality in Course A, which has been present in one form or another since the original grant period, these themes have emerged over the past five years in response to the continued and growing emphasis on professionalization in higher education.

Prior to 1976, John Jay offered its students choices among traditional majors in the liberal arts (History, Literature, Philosophy) as well as professional courses of study.These majors were eliminated during which altered so many of New York City's publicly funded programs. The price of the college's survival at that time was the elimination of programs that were not specifically oriented to the criminal justice or fire service professions. Thematic Studies' response to that change was to develop the alternating themes that make up Course B and to drop the American Studies major that it had been offering prior to the resolution of the college's fate. The core of Course B emerged from a third theme that had been running parallel to the American Studies major: Conflict and Conflict Resolution. It was that faculty that designed the alternating thematic pattern for Course B.

Course content in "B" represents a continuing interaction between the social sciences and the humanities. Most of the team-taught courses involve paired social scientists and humanists as in "The Literature and Sociology of the Trial Experience" or "Political Science, Philosophy and the Rise of the Cities." In every semester, "B" offers at least one course taught by a criminal justice practitioner or a course describable as a "professional" course. At the same time, the faculty attempts to teach a companion course that examines similar problems from alternate perspectives. Two such pairings are: a) "Juvenile Justice Systems"/"Psychology, Literature and Urban Adolescence," and b) "The Rights of Incarcerated Women"/"Civil Rights, Civil Liberties and the Family." Finally, faculty are encouraged to speculate as freely as they can about the connections between their disciplinary enthusiasms and the concerns of the criminal justice system. The results have been such courses as "Free Will and Determinism," a Literature and Psychology course that tries to consider what relationship this classic debate has to the fundamental assumptions behind the guarantees of the Constitution and the Bill of Rights and to the concept of positive law in the writing of the criminal code, and "Social Order and the Individual," which examines the political theories and cultural histories of the notions of order, justice, privilege and civil obedience and disobedience."B" has offered courses in medical ethics, urban street culture, prison literature, American immigration, the changing nature of work, the history of public education and the evolution of the probation and parole systems. In every case, students were able to select these courses for credit toward graduation or as part of their major course of study.

Problems and Paradigms

One of the original expectations of the programs was that they would be agencies of curricular change in the college at large. Because faculty would rotate through the Interdepartment at two or three year intervals, the framers of the project believed that pedagogic practices and course concepts developed in the programs would be introduced systemically throughout the traditional departments. This has not happened for a number of reasons, although the influence is beginning to be felt now from another direction.

The framers apparently did not see that the development of pedagogy and content in the programs would be tied so directly to the structure of the enterprise. Topics and practices that emerge almost effortlessly in a self-reinforcing system such as that of the Interdepartment seem to die a-borning in the world of isolated, turf-conscious, laissez-faire departments whose schedules and practices are defined largely by the necessity to respond to the demands of tradition on one hand and exigency on the other.Then, too, not all faculty have the same response to Thematic Studies. For every ten who have returned to their departments of record invigorated, and perhaps even reluctantly, two are pleased to escape the rounds of planning meetings, the close association with students, the effort to reach across disciplinary or conceptual boundaries, the very intrusion into one's classroom sensibility of another, challenging (or sometimes inadequate) sentiency. These responses have their corollaries at large in the college in the lack of enthusiasm with which the programs are met even after more than a decade of practice. Departments are often reluctant to release faculty to the Interdepartment and see little benefit to their own programs from such participation.

As a consequence, the influence of the programs on curricular development has been limited. Although faculty come and go through the Interdepartment (and the administration has never failed to support the Interdepartment when staffing difficulties have arisen), about one half of the programs' teachers seem disposed to stay there indefinitly or to rotate back to their departments of record, only to return after a year. While this gives the work a considerable degree of continuity while providing for a infusion of new personalities and interests, the practice is not that which was envisioned when the project was designed. In fact, the problem with which the programs find themselves confronted most seriously is a kind of "non-traditional" rigidity occasioned by the kind of "homesteading" that provides a necessary background of stability in an otherwise Protean institution. Faculty with five years invested in the development of a program are not likely to see the wisdom in suggestions from the newest arrival from the Psychology Department or believe they have much to learn from an Associate Professor of Penology who has come down to offer one course on a Thursday afternoon.

Nevertheless, some evidence is emerging that indicates an influence on the curriculum from Thematic Studies practices. Over the last few years, the once younger faculty who passed through Thematic Studies at its beginnings have begun to replace their older colleagues in the deliberative councils of the college. From those bodies models of curricular reform are appearing that promise fuller integration of the humanities into the major courses of study in the school. Stimulated by the President and the Provost/Academic Vice President, standing and ad hoc committees are formulating proposals for revision of the core of the undergraduate curriculum that include the linking of skills courses to content courses, interdisciplinary course development and systematic student advisement. Thus, although experience in and with Thematic Studies programs has had little measurable effect on the college through the avenues foreseen by the framers of the project, that is, through the introduction of methods and substance into a department's offerings, a combination of the political maturity of previous program faculty and a recognition by the administration of the applicability of some of the programs' models to the mission of the college appears to promise a corrective to the somewhat Balkanized condition of departmental curricula and of the majors to which they contribute.

CONCLUSION

After twelve years of experimentation with interdisciplinary, thematically-oriented education, the Thematic Studies Programs and the Interdepartment of Thematic Studies which designs and administers them appear to be fully instutionalized elements of the academic matrix out of which criminal justice education is generated at John Jay College. While the college has recognized the general interdisciplinary nature of criminal justice study and has sought to develop major courses of study to reflect that nature, John Jay has struggled with the relationship of liberal studies to professional education for many years without really satisfying the diverse constituencies within its immediate intellectual community. This struggle has been complicated by the problems of the allocation of scarcity that arose during the New York City fiscal crises of the mid- to late-1970s and which resulted in the loss to the college of its degree programs in the liberal arts.

During and after the period o. substantial change in the college's utilization of its humanities faculty, the Thematic Studies Programs adjusted their content and orientation to become more effectively representative of the college's charge without abandoning their innovative structural and pedagogic principles. Consequently, while more traditional departments found it necesary to eliminate courses beyond the merely introductory levels, to drop up to three-quarters of their electives and to concentrate on skills and remediative courses, the Interdepartment was able to continue to offer courses of considerable substance and sophistication while it tied the pursuit of the traditional areas of humanistic inquiry to the tasks of skills development and professional education.

With considerable administrative encouragement, curricular reform is beginning across the board at the college as resources become more available and enrollment increases. Within this context, some of the practices and experiences with course design that have been part of the Thematic Studies project are finding their way into proposals for the college at large. Within the Interdepartment itself, new projects emerge. Proposals are being put forward for course complexes that integrate women's studies into the infra-structure of criminal justice education! Course B plans to offer a course in the history of the gay rights movement for the first time as part of its "Civil Rights" theme. Some new managerial concepts for handling multidisciplinary courses internally and externally need to be developed and questions of faculty recruitment need to be addressed.

In sum, the Thematic Studies Programs at John Jay College of Criminal Justice have exhibited not only the desired characteristics of innovative yet resposible alternatives to traditional orders of educational experience but an unexpected adaptability that has allowed them to respond to the shifting fortunes and needs of the rather complex institution whose students they serve. These qualities are grounded in the fundamental soundness of their pedagogy and structural design and in the continuing support of the college administration for the educational agenda to which they are committed.

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EVALUATING LIFE-EXPERIENCE CREDITS FOR WORKING ADULT STUDENTS IN AN ACCELERATED OFF-CAMPUS PROGRAM

NON-TRADITIONAL/ INTERDISCIPLINARY PROGRAM CONFERENCE

Karen T. Weissman

N.B. Special recognition is given to Andrea Axelrod, The Assessment Center Coordinator, who has been instrumental in policy planning for the Assessment Center.

This paper addresses the unique situation of the working adult student in an accelerated off-campus program. In describing the Programs in Management for Business and Industry (PMBI) assessment model, the focus will be on how prior learning is evaluated and how the students' needs are met. Since life-experience credit is an option only for Bachelor's students, the Master's program will not be addressed.

Typically, PMBI students are twenty-nine to thirty-four years of age, are managers or supervisors who have been with their current employers for one to five years, and receive substantial tuition reimbursement from them. A sampling of their professional fields includes personnel, sales, healthcare, manufacturing, training, management information systems, customer service, and communications. (Excerpts, p.2, 1984).

In attracting adult learners to its Bachelor's program, PMBI offers the following:

- Classes which begin whenever twenty or more students enroll in a particular geographical area.
- Off-campus sites close to students' homes.
- A classroom climate which encourages adults to draw upon their professional experiences.
- An accelerated degree-completion program with a fifty-two week curriculum.
- The potential to earn a Bachelor of Science in Organizational Behavior degree.

In order to be admitted to the program, a student must have at least fifty-six transferrable credits from a regionally accredited college, the equivalent of four semesters with grades of C or above. Often, a PMBI student has earned the credits from a variety of institutions over a number of years.

Mandatory for graduation is the fulfillment of thirty-two distribution requirements. Some students enter with none outstanding; others must satisfy deficiencies. Since the total credits needed to graduate are one hundred and twenty-eight and students earn thirty-six of them upon successful completion of the curriculum, that leaves ninety-two credits. When transfer credit is subtracted from ninety-two, the remainder is the number of credits to be earned outside the PMBI coursework.

In earning these credits, students have the following options: College Level Examination Program (CLEP), additional coursework, and the life-experience portfolio. There are factors which help students "select-out" certain alternatives. Since PMBI considers all CLEP exams as lower level and the ceiling on lower level credits is seventy-five, students who have the maximum upon admission, may not

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Karen T. Weissman is Assessment Counselor at Programs in Management for Business and Industry, Lesley College, Cambridge, Massachusetts.

use CLEP as an option.

Additional coursework concurrent with the PMBI curriculum is very difficult and granted only with special permission. Some students take courses after their PMBI curriculum is over. However, this option has its limitations for students who want to complete their degree requirements sooner.

Among the students' alternatives, the life-experience portfolio is very attractive because it is timely, inexpensive, and students may earn up to thirty-six credits through it. Most students choose this option, often in combination with the others.

Preliminary to beginning the program, students attend information and registration meetings. A fact sheet giving an overview of the portfolio process is distributed at the information meeting. The registration meeting is held approximately one month prior to the class start and students receive portfolio guides at that time. The guides are detailed manuals which instruct the students in portfolio procedures. Examples are given and procedures are explained in "step by step" format. The theoretical framework is described clearly and concisely.

Students are encouraged to begin work on their portfolios immediately and to contact the Assessment Center with any questions. The first in-class contact with the Assessment Center is during module two.

A module, or course, is generally composed of five workshops, or classes. Each class is four hours in duration. Preparation outside class includes study groups, readings, and writing assignments. Specific curricular goals are to be met at the end of each class and each module.

The title of module two is Personal and Professional Assessment and it has a unique place in the curriculum. Its major purpose is to help students explore the turning points in their lives and the learning outcomes from them. This module is particularly geared to adult learners, helping them identify their values/accomplishments/skills and develop directions for the future.

In addition to personal goal clarification, the module reintroduces writing to students through their autobiographies. They are asked to reflect upon their experiences since high school and draw conclusions about them. Since a draft is due the first night of module one, this is the first major piece of writing required of them. It has proved to be an important juncture. Some students lack confidence or skills in writing that is not technical or business oriented. Because extensive writing is required throughout the curriculum, students need the academic support this module provides.

Along with its place in the curriculum, the portfolio offers a means for earning credits through evaluation of military training, professional schools and training, and life-experience essays. Through the assistance of both their instructor and the Assessment Center staff, students receive extensive advisement in portfolio preparation during this module.

For class one of the second module, students are told to prepare the first five parts of their portfolios for review by the Assessment Center. Here is an outline of the portfolio's content:
Resume'
Transcripts
Military Training
Professional Schools and Training
Autobiography
Life-Experience Essays.

During the class, the Assessment Center Counselor answers questions, reviews the portfolio guidelines, and leads a discussion focused on life-experience essay preparation. The Counselor leaves with the portfolios to review them for potential credit and make suggestions for essay topics.

Through answering portfolio questions and leading the essay guideline discussion, the Assessment Center Counselor assists students in understanding the philosophical basis of awarding life-experience credit. Although many students are attracted to this option, they do not necessarily understand its rationale or how to demonstrate their learning outcomes. Some of the major points conveyed either implicitly or explicitly are:
-There are many ways to learn, the traditional classroom setting being only one way.
-Learning can be demonstrated and documented. It must be to be creditable and credible.
-One's personal and professional life holds a wealth of possible resources for demonstrating learning outcomes.

All of these points are originally found in the Council for the Advancement of Experiential Learning (CAEL) literature. This organization, more than any other, has helped provide guidelines for the assessment of prior learning. CAEL began in March, 1974 as a research and development project involving The Educational Testing Service in New Jersey and a group of higher education institutions. It was initially funded by the Carnegie Corporation (CAEL, Principles, 1977). It was founded for "the purpose of fostering experiential learning and the valid and reliable assessment of its outcomes" (CAEL, Assessing, 1977). To meet its goals, it has provided an impressive array of literature, workshops, a newsletter, and a consulting service.

One of the ways, identified by CAEL, to earn credit for prior learning is through writing essays (Expert, 1977, p.82). In writing their essays, students follow a model designed by David A. Kolb to emphasize how one learns through experience, reflection, generalization, and application (Kolb, 1976, fig.1, p.2). To be creditable, the generalization or theory must be at the level of a traditional college course.

Students may err in one of two ways initially. They either focus on their experience and neglect the research/theoretical framework or they favor theory and neglect the experiential component. With practice and guidance, the model becomes clearer to them and they interweave the components appropriately.

When the Assessment Center staff review the portfolios, they are anticipating meeting with each student individually in two weeks. During the interim week, the instructor is reviewing sample essays with the class and leading exercises that promote sharing of ideas in relation to essay writing.

In reviewing the portfolios, the Assessment Center staff make recommendations about portfolio format and also about essay topics. However, the focus of the review is on the three credit-bearing parts of the portfolio.

Initially, the military evaluation is the most clear-cut. Our awards are based on the American Council of Education's (ACE) credit recommendations for training within each branch of the military. In reviewing military training, we look for proper documentation and check the rest of the portfolio for possible duplication of content.

In reviewing the professional schools and training materials, credit is potentially awarded for

-courses sponsored by professional schools

-non-degree courses from regionally accredited schools

-certificated coursed offered by organizations such as the American Institute of Banking

-professional certificate programs such as real estate programs

-professionally related courses from unaccredited institutions.

Credit awards are based on proper documentation which includes a syllabus, verification of training completion, and documented statement of hours attended. The training must be directly related to the student's past or present profession and a check for potential duplication of content is done.

Unlike the case with military and professional training, the Assessment Center Counselor and Coordinator do not evaluate essays for credit. Essays are initially reviewed at the Assessment Center and then by adjunct faculty assessors with expertise in specific content areas and adult education. In awarding credit, faculty assessors are looking for adherence to the proscribed model, proper documentation and/or bibliography,and evidence of college-level learning.

The faculty assessor selection process includes initial screening of applicants' letters and resumes. Interviews are then arranged. Upon selection, the faculty assessor reviews essays that have already been evaluated, receives an assessor handbook, and is given an individual orientation. The handbook includes an overview of the program and assessment center, an administrative staff list, an organizational chart, and the portfolio guide. The faculty assessor is then expected to participate in periodic group training and development sessions.

All the credit-bearing parts of the portfolio present unique challenges in designing guidelines and maintaining them through quality control systems. Because of the specialized nature of some military training, we employ a military consultant and refer cases to him when additional review is necessary. In the professional training area, we are making revisions that will enhance the verification of learning outcomes. The Assessment Center will require students to write statements indicating what they have learned through their trainings and how they have applied it to their professions. They are also asked to provide credential information about the instructors, prerequisites for participants, and to note why they were sponsored by their employers.

In reviewing life-experience essays, more evaluators are involved than in other parts of the portfolio. Therefore, quality control becomes a greater challenge. All faculty assessors and module two instructors are initially trained at the Assessment Center. Then there are periodic training and development sessions for the faculty assessors. Life experience guidelines are reviewed and questions are raised. Faculty assessors are grouped by academic disciplines in their areas of expertise and given sample essays to review. Through discussions, they raise concerns and get feedback. The goal is to have a consistent essay evaluation process.

Throughout the program, students are notified about their academic progress. From the Assessment Center, they receive three letters coinciding with weeks twelve, twenty-five, and forty of the program. Each letter states their transfer credit, distribution requirements outstanding, credits earned through the portfolio, and credits left to earn. In addition, each time an essay is assessed, they receive word from the Assessment Center and are given an opportunity to rewrite the essay if it receives less than full credit.

Close contact and advisement is maintained through appointments at the office, class visits, phone calls, and letters. For an off-campus program, such individualized attention is invaluable. The final evaluating the Assessment Center does with the student is three months after the completion of all PMBI coursework. At that point, portfolios are closed and students may no longer use them to earn credit. Students are given the opportunity to use the three month extension to complete their portfolios. As the deadline grows closer, students primarily submit essays rather than additional professional and military documentation.

The rationale for the three month extension is that the program places a great deal of emphasis on written assignments. Essay writing may have been deferred by students so they could focus on their coursework.

Since the life-experience portfolio is an integral component of the students' initial coursework, they are given considerable direction and guidance early in the program. Assistance is also available throughout the entire program. It has been the experience of the Assessment Center staff that the time-limit requires students to focus immediately and clearly upon significant events in their lives and to finalize their portfolios.

Although PMBI's assessment model is working exceptionally well, the staff is always alert to potential changes that might strengthen it. One direction for the future might be to focus on assessor training and review. Now, assessors attend regular training and development sessions and are contacted when problems arise. A change might include more frequent training sessions or individual reviews where trends, suggestions, and commendations are noted.

Presently, the Assessment Center is expanding its faculty assessor pool of approximately thirty. One student's essays may be read by many different assessors and students submit varying numbers of essays. Faculty assessors with expertise in business and the social sciences are in higher demand than the others. Our major goal is to insure quality control as we expand. Growth is necessary as our student population grows, we choose not to rehire certain assessors, and others may no longer be available.

In conclusion, the prior learning option of the Bachelor's program meets the needs of its adult learners. Over ninety percent of the students use the life-experience portfolio and the average credit earned is approximately seventeen. Many of these students have deferred completing their degrees for a long time and are able to finish using the accelerated curriculum and the options of the portfolio, CLEP exams, and additional coursework.

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